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ABSTRACT

A study was conducted to determine how job clubs help two-year college students with learning disabilities improve their job-seeking skills and knowledge of the world of work in preparation for making a successful transition from school to work. The approach was based on a previous demonstration project in which job clubs showed promising results for students with a spectrum of disabilities. The job clubs were conducted at six two-year colleges throughout the country. Researchers worked with the projects to facilitate the clubs and to report on activities and outcomes. In all, 81 students participated in the 6 clubs, and 62 students completed the job club experience. Job clubs made use of a syllabus of activities, handouts, evaluation instruments, and other resources provided or suggested by the researchers. Results showed that the job club participants increased their job-seeking skills and knowledge, although job club participation had less effect on students' employment. An important finding was that students with learning disabilities cannot be hurried through job club activities if they are expected to retain the information and develop the skills appropriately. Many of the students have unrealistic career goals that must be addressed, and many also need extra help and support to overcome self-esteem and social skills problems. Some students require continual encouragement by the coordinators to participate in the group process. Despite these limitations, job clubs were recommended by the researchers to help students with learning disabilities, provided they address the special needs of these students. Five appendices include: (1) a pilot job club syllabus for students with learning disabilities, 1987; (2) resource and referral materials; (3) 1987 job club instruments; (4) a list of job club organization workshop participants; and (5) case study reports from each site. Four figures and 13 tables are also included. (KC)

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A STUDY OF JOB CLUBS FOR TWO-YEAR COLLEGE STUDENTS WITH LEARNING DISABILITIES

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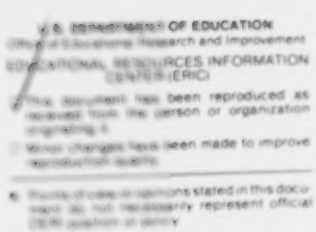
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FOREWORD

Job clubs have successfully helped 2-year college students with disabilities make smooth transitions from school to work. The study reported here was designed to explore the value of job clubs for college students with learning disabilities. Although the primary purpose of this document is to report to the sponsor, project findings should also be of interest to directors and counselors of disabled student services offices in community and technical colleges and to anyone concerned with improving the ability of persons with learning disabilities to obtain good jobs.

The National Center is currently developing a handbook for operating job clubs for college students with disabilities. The handbook will be based on the experiences and insights of this and a previous job club study.

Appreciation is expressed to the six colleges, their staff, and their students, whose participation in the demonstration job clubs made the project possible. Those who assisted directly were Reginald Clarke, Disabled Student Services counselor, Northern Virginia Community College (Alexandria, Virginia); Lynn Frady, director, and Dana Gough, counselor, Disabled Student Services, Cuesta College (San Luis Obispo, California); Marcia Nordlund, instructional specialist of Disabled Student Services, and Anne Rodgers Scott, counselor, at William Rainey Harper Community College (Palatine, Illinois); Elliott Rosman, department head, and Carol Zeifman and Margaret Gioglio, counselors, Disabled Students Department, Queensborough Community College (Bayside, New York); Jeff Hipskind, director, Disabled Student Resources, Pima Community College (Tucson, Arizona); and Linda Wetters, director, and Wayne Cocchi, adaptive education specialist, Handicapped Student Services, Columbus State Community College (Columbus, Ohio).

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Appreciation is also expressed to those who reviewed the draft of this report. In addition to staff at the six demonstration sites, these include Jane Jarrow, director of AHSSPPE; Sally Vernon, director, Center for Disabled Student Services, Chicago City Wide College; and Jeanne Desy and Margo Izzo, program associates at the National Center.

James P. Long and Constance R. Faddis served consecutively as project director, and Ms. Faddis also served as program assistant. Mikael Ehrsten served as consultant and writer. The project was under the associate directorship of Harry N. Drier, Special Programs Division, and Juliet Miller and Steven Gyuro, Information Systems Division. Margaret Barbee, Abigail Hurd, Janet Ray, and Sally Robinson provided clerical support. Editing was performed by Judy Balogh and Ciritta Park of the National Center's Editorial Services.

Ray D. Ryan
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This report describes the results of a study of how job clubs help 2-year college students with learning disabilities improve their job-seeking skills and knowledge and world-of-work savvy in preparation for making a successful transition from school to work. The approach was based on a previous demonstration project (Faddis and Long 1986) in which job clubs showed promising results for students with a spectrum of disabilities.

Both studies adapted the job club concept developed by Azrin (1979). Job clubs use a coordinator/facilitator and a group process to train individuals to conduct successful job searches. This approach serves three purposes: (1) teaching participants the range of job-seeking skills and knowledge they will need to obtain an appropriate job, (2) providing peer support to job seekers, and (3) reinforcing the concept that job seeking is a full-time job and the participant's personal responsibility.

Many disabled student service counselors try to help their students with learning disabilities on an individual basis to find jobs or at least understand the job search process. These efforts are limited severely by the amount of time a counselor can spend with any one student during the course of other counseling duties. The job club concept, with its focus on group activities and peer support, offers a reasonable and cost-effective method to give these students the extended support they may need in their transition to the world of work.

Project staff at the National Center for Research in Vocational Education worked closely with counselors and directors of disabled student services offices at selected 2-year colleges to capacitate these sites to operate job clubs and collect data on the job club experiences and outcomes. Job clubs made use of a syllabus of activities (see appendix A), handouts, evaluation instruments (see appendix C), and other resources provided or suggested by National Center project staff (see appendix B). The job clubs placed special emphasis on accommodating job club instructional approaches and materials for the needs of students with learning disabilities.

The National Center identified six demonstration sites to participate in the job club project. These 2-year colleges represent varying geographic areas, sizes of enrollment, number of campuses, and types of service area. The participating sites were Columbus State Community College (CSCC), Columbus, Ohio; Cuesta College, San Luis Obispo, California; William Rainey Harper Community College, Palatine, Illinois; Northern Virginia Community College (NOVA), Alexandria, Virginia; Pima Community College, Tucson, Arizona; and Queensborough Community College (QCC), Bayside, New York. In all, 81 students participated in the 6 demonstration job clubs and 62 students completed the job club experience.

The job club project focused on the hypothesis that participation in a job club would increase the job-seeking skills and world-of-work knowledge of students with learning disabilities. To test this hypothesis, the National Center made

use of a variety of data and information collection activities, including administration of a pretest/posttest, site visits to each participating college, observations of job club meetings at each site, in-depth case study interviews at each site, interviews with each job club coordinator, and a follow-up survey. These and other incidental data were analyzed by project staff to determine the overall results of the study and to develop recommendations for the future use of job clubs for students with learning disabilities.

The outcomes of the study confirm the hypothesis. Overall, the job club participants increased their job-seeking skills and knowledge. Job club participation had less effect on students' employment. Some of this disparity may be artifacts of the study, which suffered some delays in site identification and subsequent problems with job club recruitment and scheduling. In addition, a considerable number of participants joined the job club without immediate goals to find jobs; they planned to "bank" the knowledge and skills for future job searches. An overview of the characteristics and outcomes of the study is presented in chapter 5.

An important finding was that students with learning disabilities cannot be hurried through job club activities if they are expected to retain the information and develop the skills appropriately. These students need more time, extensive accommodations, and more support than other populations. Many of these students have unrealistic career goals and work expectations, which should be addressed before progress can be

made in developing job search skills. Many also need extra help and support to overcome self-esteem and social skill problems accompanying their learning disabilities. Some require continual encouragement by the coordinators to participate in the group process.

Despite the study's mixed results, all parties involved in the job clubs agreed that job clubs can be recommended for students with learning disabilities. Such students should receive career exploration activities either before or combined with job club experiences. Extra, individualized counseling support will also be required. Project staff also recommend that job clubs be operated for mixed groups of students with disabilities rather than be restricted to students with learning disabilities, but in such cases, the coordinators should be aware of and provide appropriate accommodation and support for any students with learning disabilities. Partly because the current study's approach did not provide enough time for many participants with learning disabilities to make effective use of their job club experiences, further, more rigorous research will be needed to determine the true efficacy of job clubs for students with learning disabilities.

CHAPTER I

INTRODUCTION

Defining the Problem

For most Americans, the transition from school to work is a normal--and often trying--part of life. For persons with disabilities, though, this transition is particularly difficult. Every year, 300,000 special education students leave our nation's high schools and face an uncertain future (Rusch and Phelps 1987). Increasing numbers of these students go on to 2-year community or technical colleges, where they present special challenges to institutional career and placement counselors:

> These students may have limited or unrealistic career expectations . . . [and] are often not exposed to role models of successfully employed disabled individuals. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority and discourages healthy risk-taking. (Grinder and Forman 1982, p. 1)

Many persons with disabilities also do not know when or how to discuss their disabilities in relation to work. These and other factors create a pattern of low perseverance among students with disabilities when it comes to the serious business of searching for a job. It is hardly a wonder, then, that 50-80 percent of working age adults who report a disability are jobless (Will 1984).

The Special Challenge of Learning Disabilities

Persons who have specific learning disabilities constitute a large group within The Education for All Handicapped Children Act

(P.L. 94-142) definition of "severely handicapped individuals." People with learning disabilities have problems understanding or using language or processing information. These problems generally manifest as an imperfect ability to listen, think, speak, read, write, spell, organize information, or do mathematical calculations.

Because a learning disability is a hidden handicap, "the casual observer does not realize that difficulty in processing information causes a person to cope differently from others in learning and living situations" (Hartman and Krulwich 1985, p. 1). A great many individuals with learning disabilities, prior to diagnosis of their handicap, were thought to be "dumb" or "slow." Actually, persons with learning disabilities have normal or better intelligence:

> The learning disabled student is <u>not</u> retarded. . . . The fact remains that the student's capacity for learning is intact. It is only the means by which information is processed that is different. (President's Committee on Employment of the Handicapped 1982, p. 1).

Learning disabilities now account for the largest single handicapping condition among primary and secondary school students, and increasing numbers of these students are enrolling in 2-year colleges. According to Hartman and Krulwich (1985), "Disabled student service providers . . . report that the number of learning disabled students is increasing dramatically on their campuses" (p. 1).

Even with postsecondary degrees or occupational training certificates, however, many persons with learning disabilities

exhibit an inability to make vocational choices, acquire (and keep) jobs, or get job promotions, and many are underemployed (Biller 1985; Brown 1984). A study by White et al. (1980) found that young adults with learning disabilities have lower level jobs and substantially lower job satisfaction than their peers without learning disabilities. For the most part, employed persons with learning disabilities hold unskilled or semiskilled jobs (Biller 1985).

According to Biller (ibid.), some of these situations occur among youth with learning disabilities because they tend to have less career maturity than their peers without learning disabilities. Persons with learning disabilities frequently display poor reality testing, lack of insight, and ineffective use of prior experience (Bellak 1979; Cruickshank et al. 1980; Gordon 1974). Deshler, Ferrell, and Kass (1978) point to "a high probability that learning disabled students will experience the indirect effects of a learning handicap as manifested by poor self-perception, lowered self-concept, or reduced motivation" (p. 68). These secondary effects of learning disabilities are sometimes accompanied by "social handicaps" of various types and degrees.

Regardless of the source, however,

> unemployment among this population is extremely high. Learning disabled [LD] adults face prejudices in getting hired, and their handicaps may make many types of work hard for them. Despite the problems, many LD adults make strong contributions to society. (President's Committee on Employment of the Handicapped 1979, p. 5)

A number of outstanding human beings (e.g., Albert Einstein, Thomas Edison, Leonardo Da Vinci) achieved success despite their learning disabilities, so it would be wrong to underestimate the potential for achievement that students with learning disabilities may have. Biller (1985) suggests, however, that at least "some LDs are not holding jobs up to their capabilities and are, in point, not being helped to achieve their potential" (p. 53).

Obviously, one major barrier to helping these students reach their career potential may be a lack of effective career exploration and counseling to help them focus their educational and career plans on occupations that emphasize their strengths and deemphasize those skill areas compromised by their learning disabilities. But because so many students with learning disabilities manifest low perseverance or inability in finding a job, they clearly also need assistance in learning how to conduct a successful job search.

What Two-Year Colleges Are Doing

Typically, 2-year colleges respond to the challenge of helping their students with learning disabilities find jobs by (1) encouraging the students to use the services of the college placement office, (2) offering periodic seminars or short courses on some job-seeking skills and information, (3) relying on individual assistance by disabled student services counselors, or (4) ignoring the problem.

Although many 2-year college placement offices do have good success in placing students with learning disabilities in

employment, placement per se is not always in the student's best interest: "If a placement staff sets up an interview and the student gets that job, what do they know about finding the next job?" (Farr 1983, p. 1). Most placement offices do not provide job-seeking skills training (though they may sponsor occasional related seminars); their primary task is to set up job interviews for students. Also, because many placement officers are not aware of the individual students' learning disabilities and/or do not know how to identify appropriate jobs or work sites, interviews that do lead to employment may in fact lead to **underemployment**, or a bad match, resulting in job dissatisfaction and/or termination.

Many colleges offer seminars in job-finding skills. Usually, these focus on discrete parts of the job search process, such as "how to write a resume," or "how to interview for a job." Although these are critical elements of any job search, such seminars may have limited effectiveness for students with learning disabilities.[1] One reason is that discrete seminars do not offer an overview of the job search process, nor do they provide some vital information (e.g., correct protocols for contacting potential employers, drafting cover and thank you letters, dressing for success, and the like); instead, most seminar leaders seem to assume that students will "pick up" this information elsewhere. Another reason is that seminar leaders generally do not address the unique motivational and learning needs of persons

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[1]A short course specially designed for students with learning disabilities is reported by McGee (1981). It provided hands-on practice in filling out job applications as well as role playing interviews, and it was fairly successful.

with learning disabilities. Most seminars are given in "lecture mode," with few if any visuals or handouts, and try to cover a substantial amount of information in a very short time (usually one class period). Follow-up services (e.g., individual advisement) are seldom made available.

Many disabled student services counselors try valiantly to help their clients with learning disabilities find jobs or at least understand the job search process. Unfortunately, the counselors' efforts are limited by the amount of time they can spend with any one student during the course of their other counseling duties. Some disabled student service offices do offer seminars for their clients on job search skills, and they try to gear these to the learning needs of the students. Other than the special learning accommodations, however, these seminars often suffer the same problems encountered by seminars for the general student population: infrequency, incompleteness, and insufficient follow-up or support to motivate the students in the (often) lengthy job search process.

As more and more students with learning disabilities show up in disabled student services offices, a serious need has emerged for a concerted and effective job search skills training approach that will not only help these students find appropriate employment when they leave the college, but will also empower them to conduct successful job searches in the future as job mobility, layoff, and other circumstances require.

The Job Club Solution

During the recession of 1981-83, the press publicized the benefits of job clubs for dislocated workers, displaced homemakers, and other unemployed persons. Generically speaking, a job club is a group process approach to learning and applying job-seeking techniques. As two of its originators, Azrin and Besalel (1980), put it, a job club--

> is more than the activity of an individual; it is the activity of an individual as part of a group of fellow job seekers, working together under the instruction and encouragement of a leader who provides support, information, facilities, and supplies. (pp. 1-2)

Job clubs serve three purposes: (1) they provide peer support for job seekers, (2) they teach participants the range of job-seeking skills, and (3) they reinforce the concept that job seeking is a full-time job and the participant's personal responsibility.

Unlike seminars, job clubs address the full range of skills and information crucial to a successful job search. They do so by functioning as a continuous process of skill-building activities involving training by an instructor, group discussion and peer support, hands-on practice, modeling, and other experiences. They refute the assumption that some formal labor market intermediary (e.g., state employment office, state department of rehabilitation) or institution (e.g., the college) will find jobs for the unemployed. Instead, job clubs encourage and assist individuals to work hard and effectively to make their own transitions, both in the present and the future.

Job clubs have been used with success in the context of WIN, CETA, JTPA, and other programs for general populations of unemployed persons. They have also shown effectiveness when applied to populations of persons with disabilities (e.g., by the St. Louis Goodwill Industries; see Bhaerman, Belcher, and Merz 1986). The project (Faddis and Long 1986) upon which the current study is based found job clubs both workable and effective for groups of college students with a mixture of disabilities.

For college students with learning disabilities, the efficacy of the job club is unknown. Job clubs would seem to offer a number of advantages, however, the most visible of which is the peer support group component. For many of these students, college may be the first time they are aware of other such students (King 1982). A number of studies (Berg and Wages 1982; Kroll 1984; Orzek 1984) cite the benefits of group processes for students with learning disabilities, including time efficiency, the value of feedback, acceptance by others, the discovery that they are not alone in their problems, and the opportunity to see themselves as helpers of others. Self-help groups allow participants "to share experiences and to deal with difficult situations and areas of mutual concern" (Johnson 1981), and may be especially important in helping some of the students develop their interpersonal competence (e.g., "what to say, when to listen to, and how to understand other people"; see Orzek 1984, p. 405).

A job club should also address the students' need for self-advocacy--the will and ability, as individuals or in groups, to speak and act on behalf of themselves:

> Self-advocacy . . . involves youth in transition pursuing their own interests (employment alternatives, housing options, etc.), being aware of their rights, and taking responsibility for stopping violations of those rights. Further, it includes the area of awareness of personal responsibilities to problem-solving and decision-making skills, planning skills, communication skills, and their capacity for assertiveness. (Beam 1986, p. 1)

Another expected advantage of a job club in the college context is its relative low cost for providing job-seeking skills training for students with learning disabilities. Many options exist in how to implement a job club--as a no-credit (or nontransferable credit) "course," as an activity of disabled student services, or as a student club operated and funded like any other student activity. Many of the necessary resources (e.g., meeting room, films, handouts, invited speakers, and so forth) are readily available and inexpensive or even free.

Presumably, the job club could be coordinated and taught on a part-time basis by a college staff person already skilled in working with students with learning disabilities (e.g., a special needs instructor, a disabled student services counselor). This person would adapt the job club activities to the participants' special learning needs. This was done effectively in a previous project (Faddis and Long 1986) with populations of colleges students with a variety of disabilities. The outcomes of that project will be briefly discussed next.

1986 Study of Job Clubs for Students with Various Disabilities

In 1985-86, the National Center for Research in Vocational Education conducted a study (ibid.) to try out the job club

concept at three 2-year college demonstration sites. The purpose was to see if job clubs would provide an effective, attractive approach to helping students with a diverse array of disabilities develop good job-seeking skills, world-of-work savvy, job placement contacts, and job search perseverance and success. In addition, the study sought to determine which of the sites' various job club approaches and practices do or do not work well in the 2-year college context (Faddis 1986).

The 1986 demonstration sites were Chicago City-wide College (CCC), Columbus (Ohio) State Community College (CSCC, formerly Columbus Technical Institute), and the Community College of Rhode Island (CCRI). The sites served an average of 25 students per site. CSCC and CCRI's job clubs involved students with diverse disabilities; CCC's job club focused mainly on serving students with developmental disabilities.

Results of a pre- and posttest instrument suggest that, at all three sites, the students who completed the job club activities knew considerably more about job-seeking skills and increased their world-of-work savvy over what they had when they entered the job club. At the end of the CSCC and CCRI job clubs, employment rates of the members were significantly higher than those of other students with disabilities at the colleges who were also seeking work. In addition, the job club graduates tended to find better quality jobs with higher incomes than their peers who had not attended the job clubs. CCC's job club members, who were a particularly high-risk group, had less success in finding employment.

The study revealed other outcomes not specifically measured by the instruments or employment data. Students reported that participation in the job club helped them feel more secure, not only as job seekers but also as future, productive members of the work world. Because the job clubs freed the disabled student services staffs from providing specialized placement services, job counseling, workshops, and the like, the job club coordinators felt that job clubs are an effective way for colleges to serve this hard-to-place student population. The job clubs were also a good way for the departments to build networks with the community.

The 1985-86 study served as the seminal project from which the current study springs.

Project Hypothesis and Objectives

The overall hypothesis tested by the Job Clubs for Postsecondary Students with Learning Disabilities project was as follows:

> Participation in a model job club increases the job-seeking skill level among college students with learning disabilities.

The specific objectives addressed by the project include the following:

- To provide, in a nonthreatening environment, instruction and improvement in basic job-seeking skills and world-of-work knowledge to members with learning disabilities
- To enable each member to participate actively in his or her own job search and, it is hoped, thereby obtain an appropriate job

- To enable each member to pursue a realistic job goal
- To provide a peer group support system for members conducting job searches
- To provide each member with advice about how and when to reveal and/or discuss his or her learning disability in a job search context
- To help each member develop a basic understanding of her or his rights as a job seeker and worker with a learning disability
- To provide members with learning disabilities with career guidance services, as needed

An important unstated objective of the project was to develop and try out a syllabus of job club activities (based on the previous study; see Faddis and Long 1986) and a set of recommendations for implementation that would function as a model for adaptation by any 2-year college to operate a job club for students with learning (and perhaps other) disabilities. This draft model was to be given to the project sites for their adaptation and use, in the hopes of refining the model and determining "best practices."

Project Methodology

The Overall Approach

The project proposed to demonstrate a job club model for community or technical college students with learning disabilities at six 2-year colleges sites around the country. Under the original plan, each site was to recruit 20 students with learning disabilities to serve as a treatment group (i.e., participants in the job club) and another 20 students with learning disabilities

to serve as a control group (i.e., nonparticipants). This plan was modified as work progressed, and the control group approach was dropped (explanations appear later in this section).

The remainder of this section reviews the project activities and critical concerns in detail.

Identifying the Job Club Sites

National Center staff began the project by developing selection criteria and searching for six demonstration sites that would implement the job club model to be developed by project staff. Each 2-year college site was to have an office of disabled student services or other entity that would recruit the participants and operate the job club. In addition, each site was to have sufficient numbers of students with learning disabilities to create both a treatment group (20 job club members) and control group (20 nonparticipants). Finally, the six sites were to represent a cross-section of 2-year colleges around the country in terms of location, size of student body, type of service area (e.g., rural, suburban, urban), and so forth.

Site identification almost immediately ran into a snag. Although 2-year colleges in general said that they undoubtedly enroll many students with learning disabilities, project staff learned that relatively few of these students actually identify themselves as having learning disabilities. Directors of disabled student services said that this probably occurs because students who were diagnosed as "LD" during their primary and/or secondary

schooling do not wish to continue being "labelled." Self-identification at the college level is voluntary; information about secondary students' disabilities is not transferred to colleges along with transcripts. The problem of identifying sufficient numbers of students with learning disabilities at each of six sites created several subsequent changes in the project (these will be discussed later).

With the assistance of the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), National Center staff identified six demonstration sites (see figure 1). They are as follows:

- Columbus State Community College (CSCC); Columbus, Ohio
- Cuesta College; San Luis Obispo, California
- Northern Virginia Community College (NOVA); Alexandria, Virginia
- Queensborough Community College (QCC); Bayside, New York
- Pima Community College; Tucson, Arizona
- William Rainey Harper Community College; Palatine, Illinois

Profiles of the six sites appear in chapter 2.

Redefining the Project Objectives and Evaluation Plan

Because of the small numbers of 2-year college students identifying themselves as having learning disabilities, the sites

Figure 1. Geographic location of job club demonstration sites

that were contacted (including those that agreed to participate in the project) expressed strong doubts that it would be possible to find enough qualified students at a college to form both treatment and control groups. In fact, only two of the sites (QCC and NOVA) were certain they would be able to recruit 20 students for a treatment group, although each participating college promised to "get as many students with learning disabilities as possible" for the job clubs.

The original evaluation plan--to compare the outcomes (i.e., changes in job-seeking skills/knowledge, rate of employment, and so forth) between the treatment and control groups--had to be

revised. In order to do this, project staff requested evaluation planning advice from the Transition Intervention Institute at the University of Illinois.

Based on the institute's advice, both the evaluation plan and the primary objectives of the study were modified. A new hypothesis (see the section on objectives presented earlier in this chapter) was recommended that focuses on whether job club participation will increase job-seeking skills and knowledge among the participants. As a result of this revision, no control groups were identified or used by the project. Case studies of one representative job club participant at each site were added to the evaluation plan, along with a request for additional comments and recommendations from the job club coordinators at the conclusion of the activities. A follow-up instrument still collected some data on employment rates, but these data are not considered central to the evaluation of project outcomes.[2]

Developing a Model and Materials for Site Usage

National Center staff assembled job club materials from the previous job club project (Faddis and Long 1986) and conducted an extensive literature search to uncover additional resource materials. Materials deemed appropriate for use in a job club for college students with learning disabilities were selected,

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[2]Actually, the 1-year scope of the project itself may have compromised the credibility of rate-of-employment follow-up data. The project schedule allowed only 6-8 weeks between the conclusion of job club meetings and administration of the follow-up survey, which collected rate-of-employment data. As the project staff learned, this is frequently not enough time for a job search to bear results.

modified where necessary, and assembled for distribution to the coordinators at each of the demonstration sites.

In addition, project staff developed a number of original materials for use by the demonstration sites. A major item was the syllabus of suggested activities and approaches for the job club meetings (see appendix A). The syllabus was based in large part on findings from the 1986 job club (Faddis and Long 1986), as well as the current project's literature search. This syllabus served as the primary job club model for the 1987 demonstration sites.

Other materials were developed and/or assembled to serve as resource or referral materials for the job club coordinators (see appendix B). They are as follows:

- An annotated bibliography of materials on job search skills and approaches
- An annotated bibliography of materials on working with students with learning disabilities
- A list of resource organizations and associations with a stake in the problems of students with learning disabilities
- A selection of articles and other literature of use and/or interest to the job club coordinators in the areas of--
  - learning disabilities (general) and college students and/or adults with learning disabilities
  - the work world as it pertains to persons with learning disabilities
  - information relevant to job seeking
  - instructional adaptation for students with learning disabilities
  - related college services for students with learning disabilities

In addition, a set of original instruments (see appendix C) was developed to evaluate the outcomes of the demonstration job clubs. These include the following:

- A pretest/posttest instrument for assessment of changes in knowledge about job-seeking skills and the world of work due to participation in the job club
- A job club member demographics form
- A follow-up survey instrument for assessment of members' success in their job search (if applicable) and their opinions of their job club experience
- A site visit questionnaire to be administered to the job club coordinator at each site, soliciting information about job club practices, adaptations of the syllabus, problem areas, materials in use, and overall insights and opinions about the job club
- A job club participant case study questionnaire to be administered to one participant at each site in order to gather a more in-depth perspective of job club participation
- A list of formative evaluation questions to be answered via telephone by the job club coordinator at each site every month while the job clubs are in operation

The pretest/posttest instrument and the follow-up instrument were adapted from the instruments used in the preceding job club study (Faddis and Long 1986). The revised pretest/posttest instrument was examined by several nonproject staff at the National Center who have expertise in instrument development. In addition, the instrument was informally pilot tested with college students with learning disabilities at Columbus State Community College, and was reviewed by a counselor at that college who specializes in working with students with learning disabilities. The comments and suggestions of those specialists, along with the

results from the informal pilot test, were incorporated into the revised draft of the pretest/posttest instrument.

Capacitating the 2-Year College Sites

National Center staff conducted a 1-day project orientation workshop for representatives of the demonstration sites in January 1987 (see appendix D for the list of participants). The late date of the orientation workshop occurred because of the aforementioned delay in identifying appropriate sites. In addition, one of the six original sites selected dropped out just prior to the orientation meeting, necessitating the conduct of the meeting with only five sites. National Center staff later traveled to a new sixth site, CSCC, and conducted a one-on-one orientation for that site's job club coordinator.

At the orientation meeting, held at the National Center in Columbus, Ohio, project staff familiarized the workshop participants with the job club concept, the results of the previous year's study, and the job club model to be implemented in the current study at each site. The workshop participants each received a three-ring binder containing project objectives, the syllabus (model) for job club activities, data collection instruments, the resource listings, and the assembled articles mentioned earlier. They also received a copy of Extending Horizons (McKinney, Vreeburg, and West 1985) and The Job Club Counselor's Manual (Azrin and Besalel 1980), both of which contain pertinent practical information and handouts that can readily be adapted for students with learning disabilities.

The workshop participants (most of whom later functioned as the job club coordinators at their colleges) examined and reviewed the materials in the binder and discussed the following:

- Objectives and operational criteria of the project and demonstration job clubs
- Syllabus (model) of job club activities and approaches
- Evaluation plan, approach, and schedule
- Evaluation and other information collection instruments

As a result of these discussions, a number of revisions were made to the data collection instruments. The changes addressed appropriateness/confidentiality of information as well as anticipated problems with reading level and attention span among the students with learning disabilities who would complete the instruments. The schedule for data collection activities was also worked out by the workshop group in detail.

Finally, the participants were asked to evaluate the effectiveness of the workshop activities. Given a scale of 1 (poor) to 5 (excellent) on five questions, the participants universally rated the workshop activities as excellent. A copy of the workshop evaluation instrument appears in appendix C.

Operating the Job Clubs

Because of the delay in identifying sites, the job clubs at the colleges got off to a late start. This hampered recruitment. Job club recruitment at five of the six sites did not begin until February 1987, when the new quarter or semester was well underway. Because of this, job club coordinators missed

the prime time for recruiting members--when the students consulted with advisors/counselors to set up their class schedule for the quarter. This also made it difficult to schedule job club meetings around the students' established class schedules.

Only two sites were able to recruit a complete complement of 20 students with learning disabilities for their job clubs. Several of the sites found it necessary to include students with other disabilities (not learning disabilities) in the job club in order to have enough participants (keeping in mind the inevitable problems of spotty attendance and attrition) for an effective group process.

Where appropriate, each job club established local linkages--both internal and external to the college--to gain assistance in such activities as (1) conducting job club meetings (e.g., providing guest speakers on pertinent topics), (2) identifying actual and potential job opportunities for job club members, and (3) linking job club members to appropriate organizations or agencies that could help them with job accommodations and the like.

Each site implemented the project job club model and made use of the resources provided and/or suggested by project staff, according to the needs of the job club members at that college. The sites generally followed the syllabus of suggested activities closely.

Each site also administered the pretest and student demographics form at the time that each participant attended his or her first meeting. At the final meeting or soon afterward, the

coordinators also administered the posttest to each student who had completed all or most of the job club activities. In addition, the coordinators contacted each of the completers to obtain information for the follow-up survey. This occurred 6-8 weeks after the last job club meeting.

Job club coordinators made themselves available to project staff for monthly progress reports and a site visit. Each coordinator was also asked to summarize his or her insights and recommendations about the experience. These were submitted in the form of a letter at the conclusion of activities.

Chapter 3 reports in detail the operations of the demonstration job clubs.

Evaluating the Job Clubs at the Sites

At approximately the midpoint of each job club's operation, a National Center staff person visited each site to conduct a formative evaluation. Some summative information was also gathered.

Three evaluation activities took place during each site visit:

- An open-ended interview with the coordinator, using a prepared questionnaire (see appendix C). This activity collected both formative and summative information--the formative to identify and diagnose any serious implementation problems, and the summative to collect information on how the job club was being operated, what resources were in use, and the like.

- An open-ended case study interview with one randomly chosen job club member, using a prepared questionnaire (see appendix C). This activity was formative in that the National Center staff person listened for feedback indicating that the

representative student might be having difficulties because of some potential defect in job club implementation. The interview was summative in that it served as a case study, an in-depth view of how the job club was affecting the job-seeking skills and knowledge of one participant.

- Observation of a job club meeting in session. This was partly formative, in that the National Center staff person was able to observe any possible problems in the job club process as it might manifest in an actual meeting. The observation was also summative, in that it enabled the project staff person to record such information as the physical arrangement of the meeting room, the amount of group participation and interaction, types of accommodations made to meet the students' different learning needs, and so forth.

Information collected from the site visits is included in chapter 3.

Analyzing the Data

As reported earlier, a great deal of data, both quantitative and qualitative, were collected from the demonstration sites. The quantitative data were derived from the following instruments (see appendix C):

- A job club member demographics form
- A pretest/posttest of job search and world-of-work knowledge
- A follow-up survey of employment outcomes and participant opinions about the job club experience

The results of these instruments were tabulated and compared, and are reported in chapter 2 (demographics) and chapter 4 (outcomes).

The qualitative data were derived from the following evaluation instruments or activities:

- The site visit coordinator's open-ended interview questionnaire (see appendix C)
- The job club participant case study questionnaire (see appendix C)
- Notes from the job club meeting observations made during the site visits
- Notes from the monthly site progress reports
- Letters or notes prepared by the coordinators following the conclusion of the job club activities
- Responses by job club completers to open-ended questions on the follow-up survey

Results of the quantitative data are reported in chapter 3 (job club practices) as well as chapter 4 (outcomes).

Preparing the Final Report

Following the analysis of the data from the six sites, National Center staff organized the results, drew pertinent conclusions, and developed recommendations for future practice. A draft of the final report to the sponsor was then prepared and submitted for both internal and external review by persons with relevant expertise (these reviewers are acknowledged in the foreword). The draft was also sent to the job club coordinators to ensure that all references to their sites are correct.

Upon return of the reviewers' comments, project staff made appropriate revisions and submitted the revised draft to the National Center's editorial department for technical editing. Editing changes were incorporated into the final draft. Camera-ready copy was then sent to the print shop for duplication, and copies of the final report were submitted to the sponsor. Additional copies were sent to the job club coordinators at the

six sites and to the ERIC Clearinghouse for inclusion in the ERIC database. Finally, a journal article was drafted, based on the project findings, and was submitted to an appropriate journal.

Chapter Summary

The current project built upon earlier research and demonstrations of the job club concept in order to develop a model job club for college students with learning disabilities. The resulting model was implemented in demonstration job clubs by six 2-year colleges around the country. The project examined the success of each demonstration site in order to determine the most workable forms of adaptation and implementation of the model, and to gauge whether participation in such a job club did indeed increase the students' job-seeking skills and knowledge.

The remaining chapters detail the project findings. Chapter 2 provides profiles of the demonstration sites and demographics of the job club participants. Chapter 3 examines the job club practices used by the sites to implement and/or adapt the job club model developed by project staff. Chapter 4 reports the job club outcomes as derived from the various evaluation instruments. Chapter 5 summarizes the overall findings and offers recommendations for future practice.

CHAPTER II

THE POPULATION AND SITES

This chapter first examines the demographics of the college students who participated in the six job clubs. A brief profile follows of each of the college sites' general characteristics and its services for students with disabilities.

Participant Demographics

A total of 81 students took the pretest and participated in the 6 demonstration job clubs. Of these, 62 took the posttest and completed the job club experiences. The distribution of participants beginning and completing the job clubs and the rate of attrition at each site are shown in table 1. Only two of the sites were able to begin their job clubs with the target number of at least 20 students. Recruitment was difficult for three of the sites--Columbus State Community College (CSCC), Cuesta, and Pima--and is reflected in the relatively low number of participants.

As table 1 reveals, no attrition occurred at Cuesta or Pima. Job clubs at both of these sites began with very small groups and were distinguished by intensive attention to participants on the part of the coordinators. An ongoing, unusually cohesive group identity cultivated by the disabled student services department at Queensborough Community College (QCC) may account for the relatively low rate of attrition at that site. Previous experience with job clubs for students with disabilities (Faddis and Long 1986) indicates that some attrition is normal, as with

any college club or course. Unfortunately, the rate of attrition was substantial at the remaining sites of the current study.

TABLE 1

JOB CLUB PARTICIPATION
AT THE SIX SITES

Site	No. at Pretest	No. at Posttest	% of Attrition
CSCC	9	5	44%
Cuesta	4	4	-
Harper	17	12	29%
NOVA	20	13	35%
Pima	10	10	-
QCC	21	18	14%
TOTAL	81	62	20% (avg.)

Distribution by Age and Gender

Of the participants beginning the job clubs at the 6 sites, 48 (59 percent) were male and 33 (41 percent) were female. Their ages ranged from 18-50 years. The age range for females was from 18-50 years, whereas the age range for males was 18-38 years. The average age for the whole sample was 23.17 years. Average ages and ranges of age at all sites are shown in table 2.

The narrowest range of age (18-23) was found at William Rainey Harper Community College (Harper), where the average age (19.4 years) was also the lowest of the six sites. The widest age range (19-50) occurred at CSCC, which also had the highest average age (28.4 years).

The distribution of age and gender (shown in figure 2) reveals some interesting patterns. The members in the job club sample seem to form two separate groups according to age. The first and larger group (78 percent) consists of students between 18-25 years old; the second group (22 percent) consists of members older than 25 years of age. The median age falls at about 25, yet only a few participants were that age.

A number of interesting differences appear to relate to these two major age groupings. For example, figure 2 also shows that males in the younger age group outnumbered females (males = 65 percent of those in that age group), whereas in the older age group, this was reversed (females = 61 percent of that age group).

TABLE 2

AVERAGE AGE AND RANGE OF AGE OF JOB CLUB PARTICIPANTS AT THE SIX SITES

College	Average Age in Years	Age Range in Years
CSCC	28.4	19-50
Cuesta	27.7	20-38
Harper	19.4	18-23
NOVA	25.8	20-46
Pima	22.6	19-32
QCC	20.8	18-38
ALL SITES	23.2	18-50

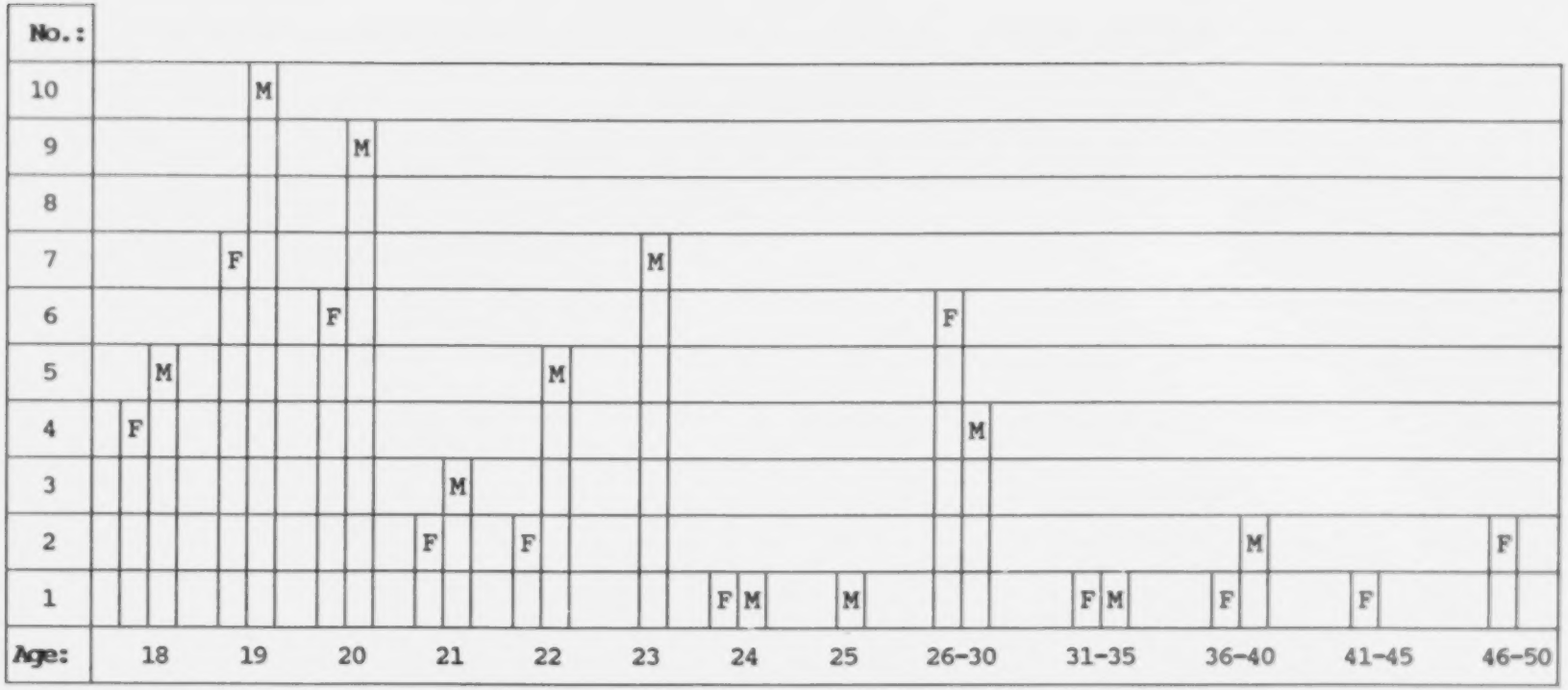

Figure 2. Distribution of age and gender across all six sites

Differences in work experience, choice of specific majors, and future work plans also relate to the relative age and gender grouping of the participants and will be discussed later in this chapter.

Participants' Work Experience

Because of inexact or unclear responses to the member demographics form, it is difficult to estimate with reliability the length or content (e.g., full-time versus part-time) of the participants' previous work experience. Eight students (10 percent) either gave no answer at all to this question, or the answer was unreliable (e.g., did not agree with participants' related responses on the pretest/posttest). Table 3 shows the members' length of previous work experience by site, with a separate column for unreliable responses.

As the table reveals, only 13.6 percent of the 81 original participants had never had any work experience. This contradicts a common assumption that a lack of work experience is a major factor in why many individuals with learning disabilities have problems finding jobs. Of the total job club sample, 25.9 percent had between 1 and 3 years of experience, and 22.3 percent had 3 or more years of experience. Some older members had considerable prior work experience, 20 years or more. Of all the job club members, 43.2 percent had between 5 months and 3 years of work experience, and 19.8 percent had 5 years of experience or more. Most members without work experience were, not unexpectedly, 18- and 19-year-olds.

TABLE 3

PARTICIPANTS' PREVIOUS WORK EXPERIENCE

Job Club Site	Length of Experience								
	None	<6 Mo.	6 Mo-1 Yr.	1-3 Yrs.	3-5 Yrs.	5-10 Yrs.	>10 Yrs.	Unreliable[a]	Total No.
CSCC	2	0	1	1	0	2	3	0	9
Cuesta	0	0	1	2	0	0	1	0	4
Harper	1	1	0	9	1	3	0	2	17
NOVA	5	2	4	2	1	1	3	2	20
Pima	1	3	2	2	0	0	1	1	10
QCC	2	3	6	5	0	2	0	3	21
Total	11	9	14	21	2	8	8	8	81
% of Total Sample	13.6	11.1	17.3	25.9	2.5	9.9	9.9	9.9	100

[a]Some participants reported one length of time of work experience on the demographics form and a different length of time on the pretest/posttest.

Participants' Disabilities

The member demographics form asked the participants to report what kind of learning disabilities they had. The great variety of responses revealed that many of these college students--who, according to their job club coordinators, do have learning disabilities--do not know what their disabilities are. Eighteen participants (22 percent) chose not to respond to this question at all (quite possibly because they wish to avoid the labeling many experienced earlier in their lives).

These unclear or absent responses made it impossible to compile reliable data on the types of specific learning disabilities of the job club members. However, some general data are shown in table 4. Of the 63 respondents to this question, 50 members reported having learning disabilities. Distribution by age and gender follow the general pattern of distribution for the general sample. Three members reported having both learning disabilities and an additional physical handicap. Nine participants did not have a learning disability but did report having other disabilities; one reported no disability at all. (Project staff permitted the coordinators to bring these other students into the job clubs when the number of members with learning disabilities was too small to operate the club).

Participants' College Majors

Project staff thought that specificity of choice of college major would be important information for job club coordinators in planning career exploration/decision-making activities for the job

TABLE 4

PARTICIPANTS' LEARNING AND OTHER DISABILITIES

	Age 18-26		Age 26-50		
Disability	F	M	F	M	Total
Specific LD	15	24	9	2	50
No Response	6	12	-	-	18
Not Applicable	-	-	-	3	3
Other Disability	4	3	5	-	12[a]
No Disability	-	1	-	-	1

[a]Three participants reported having another disability as well as a learning disability.

club. It might also affect how successfully the members used the job club (a fact borne out by a number of students whose major job club outcome was the realization that they were not ready to look for a job because they needed more specific schooling first).

According to participant self-reports, 48 of the total sample had specific majors. Those without specific majors (n = 33) included members who reported no major, "general education," developmental education, undecided, or gave no response at all. Table 5 shows the number of participants, by age and gender, who did or did not specify a college major.

Participants' Future Work Plans

The member demographics form asked the participants about their future work plans. Analysis reveals that 46 (57 percent) of the respondents had specific jobs or careers in mind as their short- or long-term work goals; 35 (43 percent) had no plans (e.g., "don't know") or very vague plans (e.g., "make a lot of money"). This corresponds closely to the ratio of members who did or did not have specific college majors.

Sixty members (74 percent) reported on the pretest that they would be ready to start working at a job beginning in the summer of 1987 (i.e., termination of the demonstration job clubs). The difference between those with specific jobs or careers in mind (n = 46) and those intending to find work beginning in the summer of 1987 (n = 60) may relate to the fact that the job clubs recruited students at all stages of their college careers. With

TABLE 5

CHOICE OF SPECIFIC COLLEGE MAJOR
BY AGE RANGE AND GENDER

	Age 18-25		Age 26-50		
Gender	Specific Major	No Specific Major	Specific Major	No Specific Major	Total
F	14	8	5	6	33
M	23	17	5	3	48
Total	37	25	10	9	81

the exception of Harper, where none of the job club participants were near graduation, the distribution of students (according to how far along they were in their program) shows no particular pattern. Some were nearing graduation and so focused on finding entry-level jobs in their chosen career area; others were somewhere in the early or middle part of their program and were more interested in finding part-time or summer jobs.

Site Profiles

The remainder of this chapter offers profiles of each of the six demonstration job club sites. Each profile briefly describes the college and its services for students with disabilities. Chapter 3 details the job club operations at the sites.

SITE PROFILE
COLUMBUS STATE COMMUNITY COLLEGE (CSCC)

Contact Person

Linda Wetters, Director
Handicapped Student Services
Columbus State Community College
550 E. Spring St.
Columbus, OH 43215
(614) 227-2629

Job Club Coordinator

Wayne Cocchi, Adaptive
Education Specialist
Columbus State Community
College

Overview of Site

Columbus State Community College (CSCC) has the most technical degree program offerings in Ohio and is the only community college in central Ohio. It serves over 10,000 students annually with 32 associate degree programs. An additional 1,000 students are enrolled in noncredit special courses.

CSCC serves a four-county area (Delaware, Franklin, Madison, and Union) as well as the city of Columbus. Its service area includes urban, suburban, and rural constituencies.

Transfer of credit with 4-year colleges such as Capital University encourages graduates to continue their study. Seven of the college's technical degree programs have been accredited by professional organizations. These programs are animal health technology, electric engineering technology, respiratory therapy technology, vision care technology, medical laboratory technology, dental laboratory technology, and mental health and mental retardation technology.

Services to Students with Disabilities

CSCC's Handicapped Student Services unit provides support services to assist persons with disabilities to meet their educational and career goals. Each year it serves 150-175 students with disabilities, most of whom have deafness/hearing impairments, blindness/visual impairments, or learning disabilities. State-of-the-art equipment, including talking computer terminals and Optacon and Kurzweil reading machines, are available for student training and loan. Sign interpreters are also available for students with deafness or hearing impairments.

Other Services Related to Students with Disabilities

The Job Placement Office provides services to all CSCC students. Students have access to a computerized career guidance system, DISCOVER, and to career counselors who can work with them on either an individual or small group basis.

Although students with disabilities have had access to all of the mentioned services, no specialized job search or placement services have been available prior to the demonstration job clubs (CSCC also served as a demonstration site for the previous National Center job club project; see Faddis and Long 1986).

SITE PROFILE
CUESTA COLLEGE

Contact Person

Lynn Frady, Director
Disabled Student Services
Cuesta College
P.O. Box 8106
San Luis Obispo, CA 93403-8106
(805) 554-2943

Job Club Coordinator

Dana Gough, Counselor
Disabled Student Services

Overview of Site

Cuesta College is the community college for San Luis Obispo County and is an open-door institution. Cuesta's daytime enrollment is approximately 4,000 students, with an additional evening class enrollment of approximately 2,000 students. Its service area is primarily rural, with a substantial tourism industry in San Luis Obispo, the county seat.

The college offers a wide variety of opportunities for advanced study, occupational education and training, and cultural enrichment. Cuesta offers courses that parallel the first 2 years of courses at the California State University and the University of California. These courses meet all general education requirements for transfer to public or private 4-year colleges.

Services to Students with Disabilities

Disabled Student Services is a part of Cuesta's Learning Skills Services. The primary goal of its service to students with disabilities is mainstreaming. Disabled Student Services offers a variety of supports to students with physical, communication, and learning disabilities. These include registration assistance,

skills assessment, counseling and tutoring, mobility assistance, and adapted equipment, as well as interpreter services and speech/language development support.

Other Services Related to Students with Disabilities

The Learning Skills Lab at Cuesta provides guided studies in vocabulary, grammar, reading, spelling, arithmetic, study skills, and materials for those with limited English proficiency. In the laboratory, students can use numerous programmed materials and other media to supplement course work and earn lab credit.

In order to provide students with disabilities with training and experience in the use of computer adaptations, the state of California model (which Cuesta implements) recently established an on-campus facility called the High Tech Center for the Disabled. The new center, currently being installed, will offer even more advanced computer adaptation learning opportunities for students with disabilities.

SITE PROFILE
WILLIAM RAINEY HARPER COMMUNITY COLLEGE

Contact Person

Tom Thompson, Coordinator
Disabled Student Services
William Rainey Harper College
Algonquin and Roselle Rds.
Palatine, IL 60067
(312) 397-3000 (ext. 2266)

Job Club Coordinators

Anne Rodgers Scott, Counselor
Marcia Nordlund,
Instructional Specialist
(no longer with Harper)

Overview of Site

Harper is a public 2-year community college with a current enrollment of 22,000 students, many of them part-time. The college has an "open-door" admission policy, by which any student can apply and register for classes, although some career programs have specific entrance requirements.

Harper's service area is primarily suburban (northeast suburbs of Chicago). The college has a strong articulation program with its service area high school districts.

The school offers a wide range of vocational-technical training as well as the first 2 years of preparation for transfer to a 4-year college. Harper also offers continuing education courses, adult educational development, and GED preparation classes and testing.

Services to Students with Disabilities

Harper does not have a specific program devoted to students with learning disabilities, but the Office of Disabled Student Services (DSS) coordinates and provides a number of supportive and specialized services, depending on the needs of the individual

student. Students with disabilities are mainstreamed with the general student population to the maximum extent possible. The focus is on providing information, guidance, and supportive services.

Students with learning disabilities (LD) have access to the following services: counseling and advising; instruction by LD specialists; assessment, testing, and screening; reader, notetaker, and tutoring services; and special testing conditions.

Other Services Related to Students with Disabilities

Harper offers a variety of activities designed for students with disabilities, such as preadmission interviews, assistance with registration, library assistance, health services, special resource/information files, community referrals, and employment information. The college also arranges developmental/remedial classes and gives the students access to specialized adaptive equipment and microcomputers.

In addition, wherever appropriate, Disabled Student Services arranges for courses to have special sections for students with learning disabilities. These sections are taught by LD specialists who modify the methods and materials to meet the particular learning needs of the students.

SITE PROFILE
NORTHERN VIRGINIA COMMUNITY COLLEGE (NOVA)

Contact Person/Job Club Coordinator

Reginald Clarke, Counselor
Disabled Student Services
Northern Virginia Community College
3002 N. Beauregard St.
Alexandria, VA 22311
(703) 845-6301

Overview of Site

Northern Virginia Community College (NOVA) serves a large suburban service area, including the cities of Alexandria, Falls Church, Fairfax, Manassas, and Manassas Park. Many of its students also seek employment in nearby Washington, D.C. The largest employer of NOVA students and graduates is the federal government.

NOVA is the largest of 23 community colleges in Virginia with an enrollment of approximately 33,000 students, most of whom are noncurricular part-time students. NOVA consists of the Alexandria, Annandale, Loudoun, Manassas, and Woodridge campuses.

As an alternative to classroom study, NOVA offers the Extended Learning Institute, which enables students to take a variety of courses through home study. All campuses provide basic services to students, and all campuses offer the Extended Learning Institute.

Services to Students with Disabilities

NOVA is committed to the goal of providing each qualified student an equal opportunity to pursue a college education,

regardless of handicap. The college has no central office for services to students with disabilities, but the Student Health Office and the Counseling Office at each campus provide an array of special services to students with disabilities, including orientation, testing services, and career, educational, and personal information. Each campus has a Learning Resource Center.

Efforts are made to meet all reasonable requests for services to eligible students with disabilities under section 504 of the Rehabilitation Act of 1973.

NOVA has a special program for students with learning disabilities and offers the following services: precollege advisement, course scheduling assistance, academic accommodations, individual counseling, LD orientation classes and student groups (at the Alexandria and Annandale campuses), liaison with area offices of rehabilitation services, and referrals to outside agencies and services.

Special Services Team counselors are available to provide students with learning disabilities with ongoing support and advising throughout a student's course work on an as-needed basis. Emphasis is placed on developing independence and self-reliance in order that students with learning disabilities may obtain maximum benefits from their educational experience.

Other Services Related to Students with Disabilities

The Extended Learning Institute has identified a Special Services Team to assist disabled students who take their course

work at home. NOVA also provides the building modifications and auxiliary services (e.g., sign interpretors) necessary to ensure equal access to education regardless of the presence or absence of a disability.

SITE PROFILE
PIMA COMMUNITY COLLEGE

Contact Person/Job Club Coordinator

J. Jeffrey Hipskind, Director
Disabled Student Resources
Pima Community College
2202 Anklam Rd.
Tucson, AZ 85709
(602) 884-6666

Overview of Site

Pima Community College serves Pima County, which includes the city of Tuscon, Arizona. It also offers courses in neighboring Santa Cruz. The service area therefore includes urban, suburban, and rural constituencies. College credit programs include university transfer studies as well as associate degree and certificate programs in job-oriented technical/occupational studies. Many continuing education courses, both credit and noncredit, are also open to students.

The college has an enrollment of approximately 20,000 students in credit course programs and another 20,000 in noncredit courses. Educational activities are housed at 3 separate campuses as well as at over 70 off-campus locations.

Services to Students with Disabilities

Disabled Student Resources coordinates a comprehensive program of academic support services for students with disabilities, and is available at all Pima campuses. The goal of the department is to allow each student with a disability to function as independently as possible. Services are provided at

no cost to the students and focus on supporting students with hearing, orthopedic, and visual impairments as well as those with learning disabilities.

The support program uses a great variety of methods as well as the most modern equipment and educated support personnel to help students with disabilities succeed in their training and education.

Other Services Related to Students with Disabilities

Pima also operates the Pima Community College Skill Center. The Skill Center provides vocational training to students with educational and economic disadvantages as well as those with disabilities, in cooperation with community-based organizations and agencies. The center provides job training and certification for health occupations, business and office education, printing, electronics, food service, and building operation.

From 250 to 300 persons are in the center's programs at peak times. Support services include remedial education and GED preparation, counseling, job placement assistance, employability skills training, assistance to special needs students, and financial assistance.

SITE PROFILE
QUEENSBOROUGH COMMUNITY COLLEGE (QCC)

Contact Person

Elliot Rosman, Director
Office of Disabled
Student Services
Queensborough Community College
56th Ave. and Springfield Blvd.
Bayside, NY 11364
(718) 631-6257

Job Club Coordinators

Margaret Gioglio, Counselor
Carol Zeifman, Counselor
Office of Disabled Student
Services

Overview of Site

Queensborough Community College (QCC) is a unit of The City University of New York (CUNY). QCC's primary mission is to provide for the postsecondary educational needs of its students within the framework of open admission. Entering students can enroll in a transfer program or a career program. All graduates are eligible to transfer to a senior college within CUNY to continue their education.

QCC's service area is primarily urban and suburban; most of its students and graduates seek employment in New York City or surrounding communities. QCC serves approximately 13,000 full-time or part-time students in day, evening, or weekend classes. The college also has a Homebound Program, which has become a national model.

Services to Students with Disabilities

The Office of Disabled Student Services provides pre-admission counseling, preregistration assistance, priority registration, alternative testing, and vocational, academic, and career counseling. It also serves as a liaison with the local

high schools. Students with disabilities are provided with access to modern technical equipment accommodated for persons with disabilities. The campus has modern facilities and is accessible to students with disabilities. The Office of Disabled Students Services serves approximately 350 students each year.

Other Services Related to Students with Disabilities

QCC is 1 of 3 colleges serving 30 high schools in the Nassau and Queens areas. The colleges work with the high schools to identify students with learning disabilities for the Human Resources Center's learning disability/community college program. This program provides transitional services to high school seniors with learning disabilities. The identified students continue to receive services as community college students.

Services provided for eligible students include academic assistance and remediation, study-skills and organization strategy assistance, compensatory strategy assistance, time management instruction, assistance in understanding learning disabilities, metacognitive training, social skills training, career exploration and advisement, self-advocacy training, individual and group counseling, and assistance in negotiating the college environment. QCC also presents workshops and seminars to educate the college community about disabilities and the needs of students with disabilities.

Chapter Summary

Job clubs at the 6 sites began with 81 participants and concluded with 62. Almost 60 percent of the participants are male, with an age range of 18-38. Females have an age range of 18-50. Participants cluster in two distinct age groups, the larger between 18-25 and the smaller between 26-50.

Most participants are somewhere in the middle of their college program and have had previous work experience. A number of participants do not have learning disabilities, but most do. About 60 percent reported specific college majors, and almost that many had specific jobs or career plans in mind when they joined the job club. More participants seemed interested in finding seasonal or part-time work than full-time permanent work, which is consistent with where most are in their college programs.

The six sites, as shown in the site profiles, serve a range of urban and suburban service areas, with some overlap into rural areas. All but Cuesta's service area have relatively strong economies. Enrollments range from about 6,000 students to almost 40,000 daytime and evening students served by several campuses.

Each of the six colleges has designated responsibility to a particular department for providing support and assistance to students with disabilities, including learning disabilities. At five of the sites, this is the responsibility of an office of disabled student services, which is either an independent entity within the college or is a division of a larger entity (e.g., Cuesta's Disabled Student Services within the college's Learning Skills Services). At NOVA, the Student Health Office and the

Counseling Office at each campus provide special services to students with disabilities as part of these offices' other duties. These offices of disabled student services (and at NOVA, the Counseling Office) were the locus of commitment to and operation of the demonstration job clubs.

The next chapter details the form the job clubs took at the various sites.

CHAPTER III

JOB CLUB IMPLEMENTATION AND PRACTICES

The Job Club Model

As discussed in chapter 1, the coordinators of each of the six demonstration job clubs received an orientation to the job club model as well as resources and advice for implementing it. The major resource, however, and the heart of the job club model, was a syllabus of suggested activities (see appendix A).

The syllabus suggested that the job clubs be operated in 10 sessions in order to fit all critical learning activities into 1 quarter or semester. This was necessitated by the short time frame of the study, but the coordinators were free to expand or reduce the number of meetings so long as all or most of the activities were covered. The topics or activities for the sessions were as follows:

1. Meeting 1: Getting Down to Work. Suggested tasks include introducing the job club, administering the pretest, identifying members' general job skills and interests, matching members' skills and interests to job titles, and clarifying members' job club goals.

2. Meeting 2: Job Search Strategies. Suggested topics/tasks include using want ads and other public information resources, using personal networks and the hidden job market, inquiring at companies about job openings, and reviewing members' individual job club goals.

3. Meeting 3: Job Applications/Positive Attitudes. Topics/tasks include filling out job application forms and using the positive approach.

4. Meeting 4: Resume Workshop I. The task is delivery of a workshop to enable members to begin drafting resumes.

5. Meeting 5: Resume Workshop II/Job Search Protocols. Topics/tasks include completing the resumes and using proper approaches (e.g., cover letters, follow-up phone calls, thank you notes, and so forth).

6. Meeting 6: Record Keeping/Telephone Queries. Topics/tasks include keeping track of your job search, preparing a pocket resume, and using telephone skills to make job contacts.

7. Meeting 7: Job Interview Skills I. Topics include the do's and don'ts of interviewing and dressing for success.

8. Meeting 8: Job Interview Skills II. Topics/tasks include conducting mock interviews (preferably videotaped) and discussing your learning disability with employers.

9. Meeting 9: Job Interview Skills III. Topics/tasks include reviewing the mock interviews (on videotape) and understanding your legal rights as a worker.

10. Meeting 10: Job-Keeping Skills. Topics/tasks include understanding how to keep a job once you get it, dealing with the work world, and administering the posttest.

The syllabus draft and the implementation advice (given orally to the coordinators at the orientation workshop) both were based on findings and a "process model of the job club" developed by the first job club project (Faddis and Long 1986) for college students with disabilities. As shown in figure 3, the process model for implementing and operating a job club for 2-year college students with disabilities involves a number of operational task areas, as follows:

1. Planning and organizing the job club
2. Establishing internal support systems for the job club
3. Establishing external support systems for the job club

4. Operating the job club

5. Evaluating/improving job club services

For the current study, which focuses specifically on serving students with learning disabilities, each of the demonstration sites was encouraged to follow the job club model and syllabus of activities as closely as seemed reasonable. Adaptation of the model to site-specific needs was viewed as more important, however, than slavish implementation; project staff emphasized that the model materials were to serve primarily as guidelines or suggestions. The intent was to see how well the model worked at the demonstration sites, but also to gauge how much and what kinds of adaptations were needed from site to site.

The remainder of this chapter reports how the six sites implemented and adapted the model and syllabus of activities. The information is drawn from the site visit coordinator interviews, the site visit observations, monthly progress reports, summative notes from the coordinators, and the like.

Objectives of the Demonstration Job Clubs

All six of the sites chose to help their job club members find whatever kinds of work fit the students' individual needs and goals, whether short-term or long-term. These included full-time permanent, part-time permanent, seasonal (e.g., summer), volunteer, or "any kind of appropriate work that fits their interests and abilities."

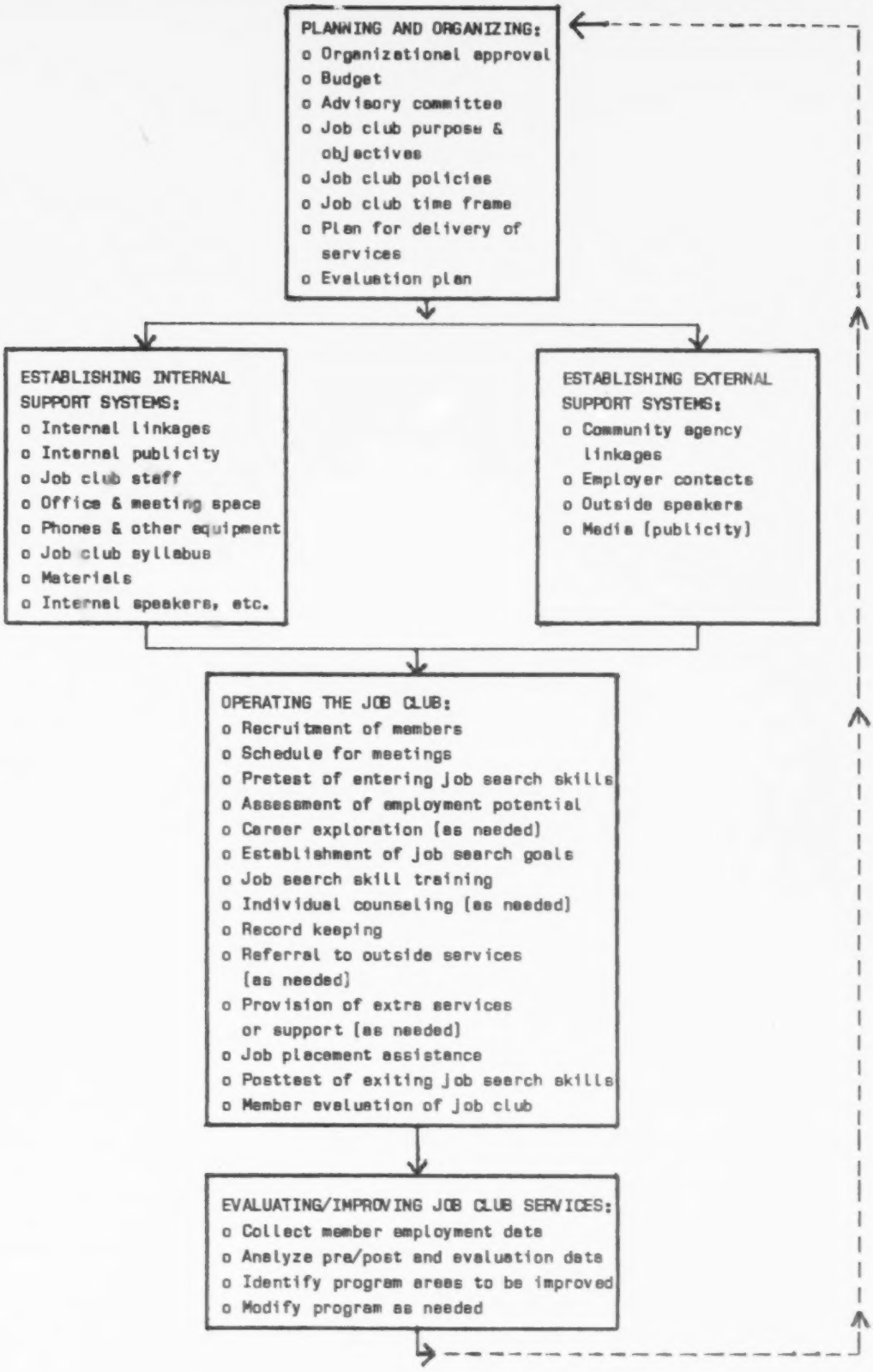
PLANNING AND ORGANIZING:
o Organizational approval
o Budget
o Advisory committee
o Job club purpose & objectives
o Job club policies
o Job club time frame
o Plan for delivery of services
o Evaluation plan
ESTABLISHING INTERNAL SUPPORT SYSTEMS:
o Internal linkages
o Internal publicity
o Job club staff
o Office & meeting space
o Phones & other equipment
o Job club syllabus
o Materials
o Internal speakers, etc.
ESTABLISHING EXTERNAL SUPPORT SYSTEMS:
o Community agency linkages
o Employer contacts
o Outside speakers
o Media (publicity)
OPERATING THE JOB CLUB:
o Recruitment of members
o Schedule for meetings
o Pretest of entering job search skills
o Assessment of employment potential
o Career exploration (as needed)
o Establishment of job search goals
o Job search skill training
o Individual counseling (as needed)
o Record keeping
o Referral to outside services (as needed)
o Provision of extra services or support (as needed)
o Job placement assistance
o Posttest of exiting job search skills
o Member evaluation of job club
EVALUATING/IMPROVING JOB CLUB SERVICES:
o Collect member employment data
o Analyze pre/post and evaluation data
o Identify program areas to be improved
o Modify program as needed

Figure 3. Process model of the job club

William Rainey Harper Community College (Harper), Columbus State Community College (CSCC), and Northern Virginia Community College (NOVA) worked with students who were mainly interested in finding part-time or seasonal work. This occurred because few of the students in those job clubs were near graduation. Pima Community College (Pima) and Queensborough Community College (QCC) did focus more on helping interested job club members find full- or part-time permanent jobs with benefits. Cuesta College (Cuesta), which had only four job club members, individualized the job club objectives to match the desires of each of the four students (three of whom eventually decided to finish school before looking for work).

Format of the Job Clubs

The formats of the job clubs varied as to how they were offered (e.g., as a course, as a departmental service, or as a student activity like any other college club), as well as the physical facilities and arrangements in which they operated.

Four of the sites--CSCC, Cuesta, NOVA, and Pima--offered the job club as a service of the college office of disabled student services. Both CSCC and Cuesta have expressed interest in operating the job clubs as a course beginning in the fall of 1987. Pima noted that it once offered "Career Exploration for the Disabled" as a credit course, but the course attracted only 12 students and was discontinued.

Harper offered the job club as a special section (for students with learning disabilities or head injuries) of a

nontransferable 2-credit course, Psychology 108. The job club component was the second part of the course, following half a semester focused on career exploration and career decision making. Harper routinely groups its students with learning disabilities in special sections of courses, which enables instructors to accommodate teaching approaches and materials to the students' needs and gives the students a cohort of peers with whom they can identify as they move through the core curriculum. Curiously, according to the follow-up survey, several Harper students who participated in the job club/course reported that they did not recognize the term "job club."

QCC offered its job club as a club meeting during the 1 1/2 hours each week when all other QCC college clubs meet. However, the job club meetings actually operated more like a class, although there was no registration, credit, or exams.

Job Club Coordinators

Three of the sites chose to team two or more persons to serve as job club coordinators. At Cuesta, a counselor in the college's office of disabled student services teamed with a volunteer co-coordinator, a local journalist interested in the job club concept. Neither had a specific background working with students with learning disabilities, but the counselor has a learning disability, himself. At Harper, an instructor specializing in students with learning disabilities coordinated the job club with a counselor/instructor who did not have specific experience working with students with disabilities but who did have

considerable expertise in career counseling. At QCC, three persons shared the job club coordination: the director of the office of disabled student services (with no direct background in learning disabilities, but experience in employment counseling) and two counselors in the same office (both with experience working with students with learning disabilities).

At CSCC, NOVA, and Pima, the job clubs were coordinated by one person from the college's office of disabled student services. At CSCC and NOVA, these persons are counselors or Adaptive Education Specialists with backgrounds in learning disabilities. At Pima, the job club coordinator is both director and a counselor in the office of disabled student services and has specific experience working with students with learning disabilities.

Of the coordinators, only two have degrees emphasizing learning disabilities. The site visit questionnaire asked all of the coordinators whether having a degree or specific experience working with students with learning disabilities is important in coordinating the job club. Most of the coordinators felt that having such a background is critical, because it enables the coordinators to know what kinds of questions to ask the students and how to accommodate instruction, pacing, and materials for them. As one coordinator pointed out, "People don't understand the learning disabled [LD] and their problems, and don't grasp LD as a <u>real</u> neurological dysfunction."

One coordinator felt that a background in working with disabilities (but not necessarily only learning disabilities) is crucial to a successful job club. At Cuesta, one coordinator felt

that having a specific background working with students with learning disabilities would be helpful in operating a job club. Although he had no such formal background, he was able to compensate because he has a learning disability that sensitizes him to the students' needs. The other coordinators who also lacked LD-specific backgrounds expressed the opinion that, from a practical standpoint, it is crucial to have at least one specialist in LD working as a coordinator.

Job Club Recruitment

Three sites--Cuesta, Harper, and QCC--relied mostly on personal contacts to recruit students for the job clubs. Personal contacts were made through disabled student services counselors and staff, LD specialists, and tutors.

At Harper, the contacts were made when students obtained the counselor's required signature to take the special (LD-oriented) section of Psychology 108. The job club was integrated into Psychology 108 after the course had already begun, so the number of participants (17 students) was fixed when the job club began. Since the job club will continue to be part of Psychology 108, Harper is satisfied with this recruitment approach.

In addition to personal contacts, QCC put notices about the job club on the bulletin board at the disabled student services office, where many students with disabilities congregate frequently. QCC was pleased with both its methods of recruitment and the results (21 students).

Cuesta plans to continue to rely primarily on personal contacts for job club recruitment in the future.

In addition to personal contacts, CSCC and NOVA also relied to a large extent on other recruitment approaches. CSCC sent an invitational letter to all students known to have learning disabilities and also put memos in the students' mailboxes in the office of disabled student services. CSCC's recruitment results were low (i.e., nine students), but this was blamed on timing rather than the methods employed. NOVA placed an article about the job club in the college newspaper and sent flyers out to (1) all students with learning disabilities in the office files and (2) all relevant area organizations. NOVA was satisfied with both its recruitment approaches and results (20 students).

Pima's recruitment relied largely on letters sent out to all of the students on the disabled student services roster. When this elicited little response, a second letter was sent out to the same students, along with a survey asking students for feedback on interest level and preferred time and place for job club meetings. In addition, letters were sent to the college's developmental education faculty. The job club coordinator also talked to campus and local job placement personnel. The coordinator was not satisfied with either the recruitment approach or its results (10 students). In the future, Pima plans to use personal contacts and to begin recruitment early, when advisors meet students for scheduling. Pima may also offer the job club as a Human Development elective course for transferable credit.

Scheduling

The sites varied widely in how they scheduled their job club meetings. At three sites--Harper, NOVA, and QCC--scheduling fit readily into established time slots in collegewide schedules.

At Pima, CSCC, and Cuesta, however, college schedules did not present convenient time slots and meetings had to fit around students' existing class (and work) schedules. Pima additionally had to serve students on two far-flung campuses. All these colleges dealt with scheduling problems by offering separate job club meetings at different times (and, in the case of Pima, different campuses). This split the job club groups at these colleges and affected the group process (to be discussed later in this chapter).

Here is how each site's schedule looked and how the coordinators felt about it:

- **CSCC.** The two job club sections met once a week for 1 hour. Only eight meetings were held because of scheduling problems. The coordinator felt that 1-hour meetings were appropriate for attention span problems of many students with learning disabilities, but that more meetings per week (at a slower pace) and a longer job club overall would be better.

- **Cuesta.** The job club ran two sections. One group (two students) met two times a week for 1 hour per meeting; these were lower-functioning students. The higher-functioning group (two students) met once a week for 1 hour.

- **Harper.** Psychology 108--which incorporated the job club activities--met two times a week for 1 hour per class. About half of the semester (approximately 14 class meetings) was devoted to job club activities. Harper is satisfied with this schedule.

- **NOVA.** This job club met for 1 hour per week for 10 weeks. The meetings fit into an established 12:30-1:30 p.m. lunch slot in the college schedule, when most students are free. The coordinator commented that longer meetings (e.g., 1 1/2 hours) and more meetings would make a more effective job club.

- **Pima.** This job club operated separate sections at two separate campuses. Each group met separately for 2 hours once a week. One group met in the afternoon (3-5 p.m.) and the other in the evening (7-9 p.m.) to accommodate students' established class, work, and travel schedules. The job club ran for 10 weeks. The coordinator plans to alleviate scheduling problems in the future by arranging job club meeting schedules at the same time that interested students are scheduling their courses.

- **QCC.** This job club met weekly for 1 1/2 hours per meeting throughout the entire quarter. Scheduling was not a problem because the college has an established "club hour" from 12:00-1:30 p.m. every Wednesday. The coordinators occasionally offered "repeats" of a job club meeting, however, because some students wanted to attend meetings of other clubs.

Internal and External Linkages

Important to the model job club are linkages both within a college and with external community organizations, all of which serve as sources of speakers, materials, job leads, support services, and so forth for operating a successful job club. Project staff encouraged all of the demonstration sites to establish these kinds of linkages with other college departments and with relevant outside employers and community agencies or organizations.

Internal Linkages

The range of internal linkages that the sites established to support job club activities extended from no use of internal

linkages (Cuesta and QCC) to linkages with a number of college departments (Pima).

The most common college department (besides disabled student services) to which the other job clubs linked was the Placement Office. CSCC and Harper both had placement officers speak to the job club members on how to locate job openings. NOVA and Pima referred members to the Placement Office for help locating job opportunities. At NOVA, the Cooperative Education Placement Office helped find co-op positions for three job club members and helped one student find an appropriate volunteer position. The Placement Office at Pima also referred some students with learning disabilities to the job club, and this office plans to help the coordinator make the job club an ongoing service in the future.

Harper and Pima also involved other college departments. Harper's Student Development Department helped operate a Career Day to which job club members were invited. At Pima, the Developmental Education Department assisted with job club recruitment, and the Assessment Center (which tests and diagnoses students for learning disabilities) also referred students to the job club.

Because Cuesta's job-club-related activities served only four students, the coordinator did not feel the need to reach out to other parts of the college to draw on support. When the job club is expanded in the future, however, the coordinator plans to involve other departments of the college. At QCC, the disabled student services office interacts with all other departments of the college to serve students with disabilities, but did not reach

out for specific assistance (this semester) with the job club activities.

External Linkages

Five of the demonstration job clubs made use of external linkages in operating the job clubs. Here are the kinds of linkages they established:

- State Departments of Rehabilitation/Rehabilitative Services/Vocational Rehabilitation, used by Cuesta, Harper, and Pima for job club recruitment, job opportunity referrals.
- Northwest Suburban Career Cooperative (Harper).
- Oakton Community College, where a developmental job coach helped Harper's lower-functioning job club members locate job openings.
- Mainstream, Inc., provided speakers for NOVA's job club to talk about the global aspects of job seeking for students with learning and other disabilities.
- Arlington Career Club, a nonprofit job placement coordination organization that works with vocational students ages 15-25, provided NOVA with a speaker who helped job club members with their resumes and with information on sources of local job opportunities.
- Pima Youth Placement Program (serving ages 16-21) and Tucson Manpower, Inc., (serving the economically disadvantaged) both helped Pima's job club members locate job opportunities.
- Successfully employed college alumni with learning disabilities (i.e., peer speakers) talked with job club members at CSCC and QCC and acted as models for what students with learning disabilities can achieve in the work world.
- Visits to work sites of potential employers were used by QCC to help job club members get an idea of different career paths and work environments (this is a regular activity for students at QCC's disabled student services office that occurs whether there is a job club or not).

Advisory Committees and Job Club Officers

Advisory Committees

None of the sites established an advisory committee specifically to serve the job club. Three of the sites (Harper, NOVA, and QCC) did have use of advisory committees established for related program areas, however.

At the remaining three sites, a formal advisory committee was either deemed inappropriate or time did not allow its formation. Pima consulted with staff both within and outside the college (e.g., Department of Vocational Rehabilitation, Pima Assessment Center, Job Placement Office, and the like) about the job club, but an advisory committee was never formalized. CSCC's coordinator said that he would consider establishing an advisory committee to interest employers in job club members and to get speakers, but only if the job club becomes a permanent fixture at CSCC. Cuesta did not consider formation of an advisory committee to be appropriate.

Job Club Officers

None of the job clubs elected officers. Officers seemed inappropriate to Harper's job club, which operated as part of a psychology class. The job club groups at CSCC and NOVA decided among themselves that they did not want to elect officers. Interestingly, the students in CSCC's job club ran several meetings themselves, but chose not to formalize this with club officers.

The coordinators at Cuesta and Pima chose not to raise the job club officer issue with the group because the coordinators felt that the groups (4 and 10, respectively) were too small for officers. They also felt that coordinators should lead the club activities rather than delegate control to students, who tend to spend too much time on "procedure." Job club officers "would cause more problems than benefits."

Implementation/Adaptation of the Job Club Model

As each of the sites implemented the job club model, they adapted it to the needs of the students. This section reviews the (1) model syllabus activities implemented or adapted; (2) focus given to the peer support group process; (3) use of the materials provided or suggested by the project; and (4) use of direct placement assistance, if any.

Job Club Activities

All of the sites made strong use of the model syllabus of activities to operate the job clubs. The following paragraphs discuss the adaptations reported or observed and the coordinators' related comments.

CSCC. CSCC's job club ran only 8 sessions (meetings) instead of the 10 suggested by the model, because of scheduling problems. The order of some of the sessions was reversed (e.g., week 6 with week 3) to accommodate urgent interests of the members. The club spent 3 weeks on resume writing instead of 2, and it never got to any of the sessions on interviewing. The

coordinator's opinion is that the suggested syllabus is very easy to follow and is very complete, but that even 10 weeks would not be enough for students with learning disabilities to learn and practice all of the crucial job-seeking skills.

Cuesta. The coordinator followed the syllabus closely for all of the job-club-related activities. He felt the sequencing was appropriate, and that the continuity and flow of the suggested activities are strengths.

Harper. The syllabus of suggested activities merged comfortably with Harper's syllabus for Psychology 108. All activities were implemented as suggested. The coordinator felt that the syllabus of 10 meetings was realistic, although Harper used 14 meetings.

NOVA. This job club followed the syllabus closely. The coordinator felt that the activities tended to be too global and not specific enough for lower-functioning students with learning disabilities. In his opinion, 10 meetings were too few for these students. More time for each meeting and more meetings overall would help; perhaps there should be an additional meeting devoted purely to discussion and practice that would be held between each of the meetings that introduces new skills or concepts. The content of the activities themselves "are fine."

The coordinator also felt that the job club should include or be preceded by more career assessment and focusing activities, as students with learning disabilities need a lot of help in this area.

This job club also used many outside speakers. The coordinator felt, in retrospect, that using outside speakers as often as suggested in the syllabus may be counterproductive, as the speakers tended to repeat the same general information, were not always sensitive to the students' learning disabilities or concerns, and sometimes did not answer questions or gave responses inappropriate to students with learning disabilities.

Pima. This job club followed the syllabus closely and found the sequence of activities good, except for the one in which the members filled out job applications. The students were not interested in doing this activity, and it "bombed," probably because a number of the members had significant prior work experience and knew how to fill out applications. Both of Pima's groups (which met at different times) followed the syllabus at different paces. The coordinator felt that bringing in outside speakers was not useful for the small groups. His overall opinion was that "the activities outlined were useful and brought a positive response from students."

QCC. QCC followed the syllabus closely and found it realistic and workable for its group. The coordinators felt that more emphasis should be placed on using outside speakers, particularly peer graduates who are successfully employed as professionals. QCC used all of the suggested activities except the election of job club officers, the establishment of an advisory committee, and the use of phone banks (they found that

the students were not ready for phone exploration of job openings).

Peer Support Group Process

Central to the job club concept is the group process--the interactions and support that peers give each other throughout the tasks of learning about and practicing job-seeking skills and then actually beginning the process of looking for a job. Ideally, the group process enables the members to hold up mirrors for each other, to get perspective on their strengths and shortcomings related to employability, to focus job club discussions on areas of specific interest or need, to help each other fill out job applications and practice telephone or interview skills, to keep each other's motivation high, and even to "look out for the other guy" when scanning for job openings.

The sites varied widely in how much emphasis they gave to this key component. The following paragraphs discuss how the group process manifested at each site.

CSCC. Even though CSCC's job club was small and operated two separate groups to accommodate students' divergent schedules, group interactions at meetings were good. The activities were specifically called a job club, and the interactions were like those of a club. The students themselves ran several of the meetings, rather than the coordinator, although the coordinator did give the meetings their general direction and offered additional information and advice where appropriate. There is no

evidence that peer support continued between meetings or after the conclusion of the last meeting.

Cuesta. Cuesta's job club also operated with an extremely small number of students, two higher-functioning students meeting at one time and two lower-functioning students meeting at a separate time. This made the groups too small to function as a club, even though the activities were called a job club by the coordinator. Of course, because the groups were so small, interaction was high. The students virtually received personal attention throughout. The higher-functioning students offered each other considerable mutual help during meetings. The lower-functioning group members tended to be more antagonistic than supportive.

Harper. Because job club activities were incorporated into a class, students tended to be passive, looking to the instructor for directions and initiative. Group interactions did increase when the students critiqued each other's resumes. The students know each other by name and are friends outside of class as well as in it, and they helped each other with assignments and encouraged each other in presentations.

NOVA. The coordinator reported that, because this job club had many lower-functioning students, group interactions happened only to a small extent. The students tended to have poor self-confidence and to criticize each other rather than motivate each other. The activities were called a job club, but the "clubness" did not materialize to a desirable extent. Even so, during the site visit observation, the students were seen to nod, laugh, and

clap during a question and answer period with an outside speaker, and several students volunteered information and anecdotes. This suggests the existence of some sense of group identification and the potential for peer support that might be facilitated by a longer job club experience.

Pima. This job club operated in two sections, each having five students. The coordinator emphasized the "club" aspect and deliberately facilitated interactions. The coordinator found it helpful to ask several low-key, leading questions to encourage the members to share and learn from each other. Members became quite vocal about their concerns, ideas, and progress. They shared information with each other about job openings, as well as personal work experiences, discussions of work world "realities," and the like. Peer interaction continued to increase throughout the job club.

QCC. QCC also emphasized the "club" aspect of the job club activities, including group interaction and support. The members in QCC's job club already knew each other through the office of disabled student services, so this process was readily facilitated. Most of the students commented freely and told stories of their own experiences during the observed meeting. The coordinators encouraged the members to react to each other's experiences and ideas. Peer support and interaction, overall, was excellent.

In the future, as QCC continues to operate job clubs for its students with learning disabilities, the coordinators plan to encourage even better peer interaction and support by having job

club "graduates" help the new members become oriented. In addition, the coordinators suggest having a "graduation" party at the last job club meeting and taking pictures that can then be shown to new members in a subsequent job club to show camaraderie and encourage participation.

Job Club Materials

All of the sites used at least some of the handouts and expressed satisfaction with them. One site felt that The Job Club Counselor's Manual included in the National Center packet was too structured an approach for the job club and did not use the book at all; another site found the book valuable and used it extensively.

Most of the sites used additional materials, particularly at the beginning of the job club, to help students focus on occupations and careers. One site used the Discovery computerized career exploration package, and the coordinator at another site expressed interest in using it for future job clubs. Also used for related purposes were the following:

- What Color Is Your Parachute? (Bolles 1986)
- Take Hold of Your Future: A Career Planning Guide (Bowlsbey, Spivak, and Lisansky 1986)
- Career Exploration for the Disabled (Cheney-Hipskind 1982)
- Training for Life: A Practical Guide to Career and Life Planning (Hecklinger and Curtin 1984)
- COPS Interest Test (Knapp and Knapp 1984)
- Career Exploration: A Self-Paced Approach (Mitchell and Young 1982)

- Essential Life Skills Series (Starkey and Penn 1986)
- Virginia VIEW Career Search (Virginia Employment Commission 1984)

Most of the sites used videos as well. Most were made in-house or locally, and several were made specifically for the job clubs. When using videos, several coordinators warned that they should be previewed and that their level should be appropriate to the job club members. For example, a video used at one site to demonstrate interviewing skills to the job club members turned out to have too high a level and intimidated rather than informed the students.

Two locally produced videos that met with success in the job club at Pima were Grooming and Body Language for Employment Interviews (Pima Community College 1979a) and The Winning Interview: Preparing for the Critical Questions (Pima Community College 1979b). Both Harper and QCC produced their own interviewing skills videos specifically for the job clubs, and both sites reported good success with them.

Other materials used by the job clubs included local newspapers (for job openings), handouts from the college placement office, and Careers magazine (published annually by Business Week). Although the project handouts included sample job application forms, a number of the coordinators collected and used local application forms instead.

Placement Assistance

Most of the demonstration job clubs avoided giving students direct assistance with job placement. Most did refer job club members to the college placement office to look at job postings. Several referred members to outside agencies (e.g., Northwest Suburban Career Cooperative [Harper], Arizona Department of Vocational Rehabilitation [Pima], Arlington Career Center [NOVA]). For lower-functioning members, Harper obtained the aid of a developmental job coach from Oakton Community College to help these students find appropriate job openings.

In the majority of cases, the job clubs emphasized that students should not rely on agencies to help them find job opportunities. Most encouraged self-sufficiency in the job search process. As the coordinators at QCC put it, "High schools do too much 'spoon feeding' of students with learning disabilities. We want to teach them how to fish, rather than giving them a fish [job lead]."

Three coordinators did say that they were willing to give personal references for the job club members. Several students got jobs because of such personal references. One coordinator said he would have made a job contact directly for a student if the student requested it, but he did not openly volunteer to do this, preferring that the members develop independence.

At CSCC, scheduling made necessary a curtailment of the number of job club meetings, and, as a result, the focus of the job club was more on getting ready to find a job than on actually

going out and looking for one. Therefore, the placement issue never arose.

Accommodations for Students with Learning Disabilities

How Students with LD Differ from Students with Other Disabilities

Coordinators at five of the six demonstration sites felt that operating a job club for students with learning disabilities was different than operating one for students with a mix of disabilities would be. Most of these opinions were not based on the students' actual learning disabilities, however, but on negative perceptions about learning disabilities among the students themselves and other persons with whom they might interact. Here are some of the comments:

- "Non-LDs treat learning disabilities as not real. For example, it's hard to convince employers that 'invisible' disabilities like LD are real. The more common reaction is, 'they're lazy, they're retarded.' This is also prevalent throughout education; they just don't acknowledge learning disabilities."

- "A lot of LD students have poor self-esteem and lower social-emotional states with more problems and dysfunctions. Many of them have dependencies and fixations on negative or stereotyped ideas about themselves, others, learning disabilities, and the work world. They have no sense of perspective, especially lower-functioning students."

- "LD students seem to be more naive than students with other disabilities. Many are socially disadvantaged, socially immature, with poor communication skills. They tend to be pessimistic and have a poor self-image. Many have been made to feel stupid and inferior, academically and socially, and they tend to dress inappropriately, which only makes things worse."

Activities, Instruction, and Extra Support Services

The job club coordinators adopted or developed a range of strategies to make the job clubs more effective for students with learning disabilities. Many of these accommodations addressed the students' particular learning needs; others addressed the students' socioemotional needs. Here are the kinds of accommodations and extra support services (both cognitive and affective) provided by each of the sites:

- **CSCC.** The coordinator provided job club instruction and materials using a variety of media to help students with divergent learning disabilities assimilate the information more readily. He also provided one-on-one follow-up to meetings.

- **Cuesta.** Cuesta's coordinators took care to gear the materials, discussions, and pacing to the function levels of the two job club sections. For example, the lower-functioning group spent more time on exploring potential careers, whereas the higher-functioning group moved ahead to work on resumes.

- **Harper.** The job club readily accommodated the students' learning disabilities by providing more visuals, more repetition, and more handouts than would be given to other students. The co-coordinators made a special effort to encourage class participation, but this had limited effect. Instruction by lecture also did not work well for these students.

- **NOVA.** The coordinator made sure that all materials used in the job club were appropriate to the students' level. This was of particular importance, as many members were at the lower-functioning range of learning disabilities. In addition, the coordinator provided one-on-one assistance and support for the job club members upon request.

- **Pima.** The coordinator ensured that all written materials (e.g., recruitment letters, handouts) were easy to read and easy to understand. He provided the job club members with a lot of individual attention, help with their resumes, verbal cues, and positive reinforcement. He used a lot of visuals (e.g., videotapes, writing on the chalkboard) and

large-print handouts whenever possible. He also read all handouts aloud during meetings to help keep reading level problems from interfering with learning.

- QCC. The coordinators geared learning activities to the students' learning needs and provided tutors, readers, and special equipment, as appropriate.

Four of the six sites made word processing and proofreading for letters and resumes available to the job club members. The other sites had relatively few members and offered typing by a college secretary. All of the sites made at least some photocopying of letters and resumes available to the members free of cost.

Three of the sites provided personal assistance by the coordinator and/or other staff in the disabled student services office to help the job club members fill out job applications or review and complete their resumes. At NOVA, where the major local employers are federal departments or agencies, the coordinator gave particular attention to helping members fill out the federal government's job application, Form 171.

Here are some other services that were unique to the sites:

- At Harper, volunteers in local agencies made themselves available to discuss careers with job club members (e.g., local firefighters discussed firefighting as a career with one job club member).
- At NOVA and Pima, the coordinators provided rides for members who needed them. At NOVA, this included rides to job interviews.
- QCC has a unique Homebound Program that enables students (and job club members) to participate in meetings (and courses) from their home through use of the telephone.

Expenses

None of the job clubs incurred significant operating expenses. The coordinators' salaries were the major expense, and, at five of the six sites, the portion of those salaries spent in coordinating the job club was covered by the operating budget or grants to the office of disabled student services. At Harper, funds to support the coordinator/instructors of Psychology 108, which incorporated job club activities, came from the college's usual operating budget. At Cuesta, one of the job club co-coordinators was a volunteer.

The only other expense mentioned at all of the sites was the cost of duplication for handouts and resumes. QCC spent some monies for refreshments (usually pizza and soft drinks), since the job club meetings--like all club meetings at QCC--occurred during the lunch hour. QCC's disabled student services routinely provides refreshments for clubs that meet under its auspices.

On the "wish list" for in the future were monies to pay for bus tours for the job club members.

Coordinators' Overall Comments

In the course of the project, National Center staff asked the job club coordinators for their reactions to and suggestions for the job club model. All of the coordinators felt that the job club model has considerable value for helping college students with learning disabilities. More specific comments and recommendations address (1) suggested revisions to the model and approaches and (2) opinions on offering job clubs for students

with learning disabilities versus mixed groups. These comments and opinions are incorporated into the recommendations offered in chapter 5.

Chapter Summary

Each site implemented the draft model and syllabus of activities and added its own adaptations. Overall, the job clubs were successful in helping participants focus on and clarify their job goals, exposing them to information and activities to improve their job-seeking skills and knowledge, assisting them in filling out job applications and drafting resumes, and encouraging them to take action and personal responsibility in their job search.

Some problems arose, including low recruitment, intermittent attendance, and shortened time frames and/or activities at some sites. A few of these problems are probably artifacts of the study, resulting from the unexpected delay in capacitating job club coordinators and/or the necessity of concentrating activities in one quarter to facilitate data collection. Others may be attributable to the pilot nature of the job clubs. Some problems (e.g., attrition) may be expected in any voluntary activity of extended duration, regardless of its quality.

CHAPTER IV

JOB CLUB OUTCOMES

This chapter reports the outcomes of the job club project: (1) changes in levels of job-seeking skill and knowledge as shown in pretest and posttest scores, (2) employment and other career-related outcomes within 6-8 weeks of the termination of job club activities, (3) participants' personal assessments of the value of the job club experiences as reported in case study interviews, and (4) job club coordinators' personal assessments of the value of the job club model and approaches.

Pretest/Posttest Results

Comparison of Scores by Site

Coordinators of the six demonstration job clubs administered a job-seeking skills and knowledge assessment instrument (see appendix C) to all participants at the first or second job club meeting and again at the last meeting. The intention was to determine whether participation in most or all meetings of a job club would increase the members' overall job-seeking skills and knowledge.

The average scores (best possible score = 15.0) for each site are shown in figure 4. As can be seen in the figure, participants at all six sites showed an increase in their scores on the pretest/posttest. The overall average increase for the six sites was 1.72 points, for an 11 percent improvement in knowledge attributable to the job club experience.

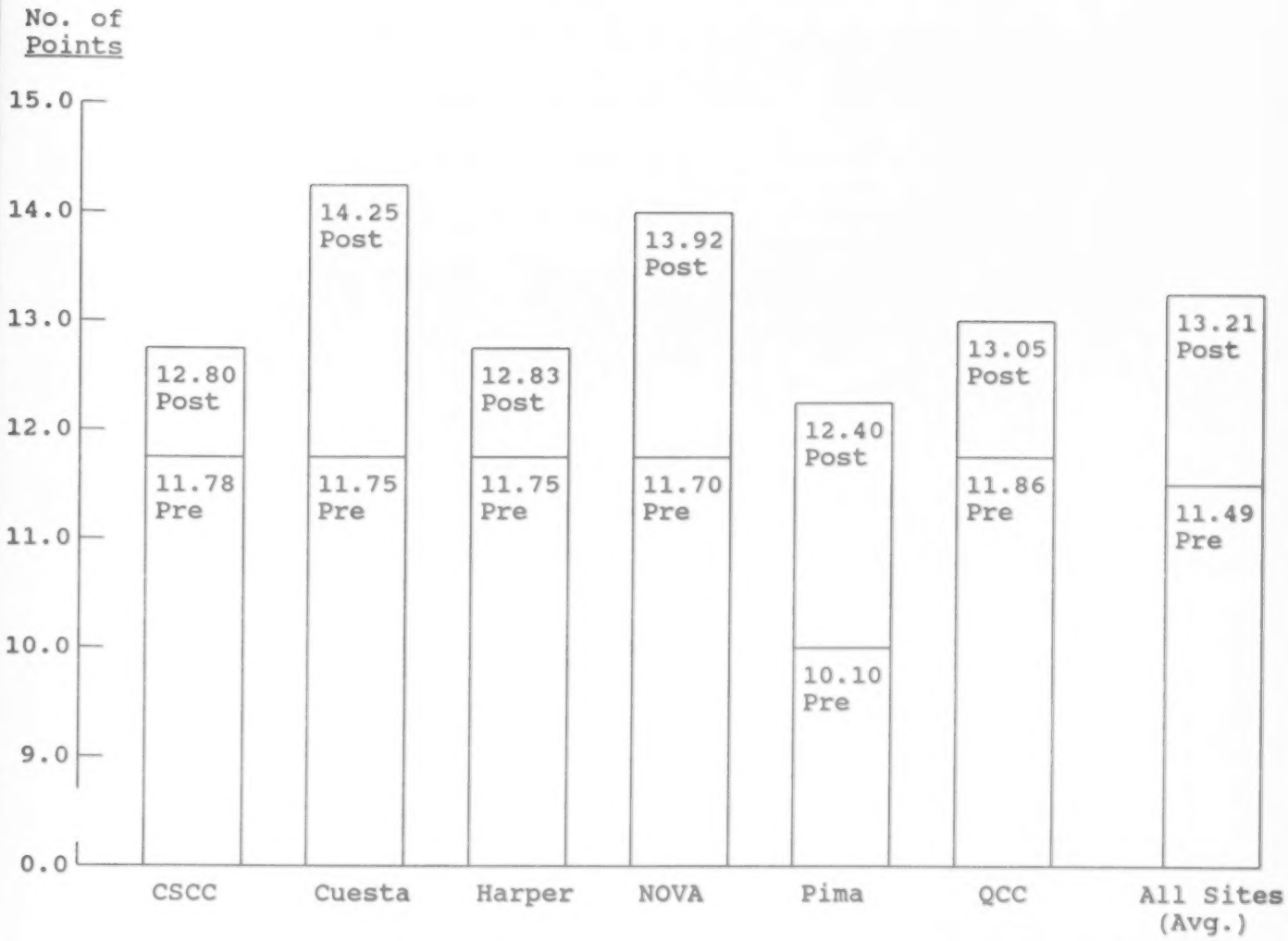

Figure 4. Comparison of average pretest/posttest scores by site

Three sites experienced fairly high increases from the pretest to the posttest. These were Cuesta College, with a 17 percent increase, from 11.75 to 14.25; Pima Community College, with a 16 percent increase, from 10.10 to 12.40; and Northern Virginia Community College (NOVA), with a 15 percent increase, from 11.70 to 13.92.

The ratio of coordinators to job club participants at Cuesta was virtually one-to-one, which may explain why the Cuesta students increased their knowledge so dramatically. However, Pima had a 1:5 ratio of coordinators to participants (spread across two groups totalling 10 members), and NOVA had a ratio of 1:20. Each of these sites was distinguished by unusual attentiveness and commitment on the part of the coordinators.

The other three sites also achieved some increase in their scores. Queensborough Community College (QCC) improved its members' average score from 11.86 to 13.05 for an 8 percent increase. William Rainey Harper Community College increased its average score from 11.75 to 12.83 for a 7 percent improvement. Columbus State Community College (CSCC) scores went from an average of 11.78 to 12.80--an increase of 6 percent.

QCC and Harper were the only sites that emphasized a classroom format in their job clubs. The relatively low degree of improvement of scores at QCC and Harper suggests that, although a classroom format is a familiar experience for students, the students may not attend as closely to the job club material and/or may regard it more passively than they do in job clubs where there is less formality. The relatively low average score at CSCC

merely obviates the fact that members who do not have exposure to the full range of job club experiences cannot be expected to do as well on an assessment of job-seeking skills and knowledge.

Comparison of Scores
by Gender and Age Group

As can be seen in table 6, women had higher average scores overall than did men on both the pretest (12.4 versus 11.0) and the posttest (13.6 versus 12.5). This suggests that women came into the job clubs with more skills and knowledge about job seeking and the world of work than did the men. Nevertheless, men actually seemed to get more out of their job club experiences, overall, than did the women. Men's scores improved by an average of 1.7 points between the pretest and the posttest, whereas the women's average improved by only 1.2 points.

Analysis of the job club participant demographics (reported in chapter 2) identified two distinct age groups across the sites: one large group ages 18-25, and a second smaller group ages 26-50. Logically, the younger participants would be expected to start out with lower scores on the pretest than older participants, simply because older participants are likely to have gleaned more information about job-seeking and the work world. This is borne out by the average pretest scores by age group, shown at the bottom of table 6, where younger students' average (for both genders) is 11.4 and older students' average is 12.3.

In addition, because older students start out with higher scores on the pretest, they may be expected to attain somewhat higher scores on the posttest than their younger counterparts.

TABLE 6

AVERAGE PRE- AND POSTTEST
SCORES BY AGE GROUP AND GENDER

		Ages 18-25		Ages 26-50		All Ages	
Site	Test	F	M	F	M	F	M
CSCC	Pre	12.0	10.7	12.5	-	12.3	10.7
	Post	-	11.0	13.3	-	13.3	11.0
Cuesta	Pre	14.0	11.0	12.5	-	12.0	11.0
	Post	15.0	13.0	14.5	-	14.7	13.0
Harper	Pre	12.1	11.4	-	-	12.1	11.4
	Post	12.6	13.0	-	-	12.6	13.0
NOVA	Pre	14.0	9.6	12.4	13.0	13.1	10.5
	Post	14.2	14.0	13.7	13.0	14.0	13.8
Pima	Pre	-	9.6	-	12.0	-	10.1
	Post	-	12.0	-	14.0	-	12.4
QCC	Pre	11.8	11.8	14.0	12.0	11.9	11.9
	Post	13.6	12.5	14.0	-	13.7	12.5
Totals--All Sites:	Pre	12.5	10.8	12.2	12.5	12.4	11.0
	Post	13.6	12.6	13.7	13.7	13.6	12.7
Overall Amount of Increase:		+1.1 (+7%)	+1.8 (+12%)	+1.5 (+10%)	+1.7 (+11%)	+1.2 (+8%)	+1.7 (+11%)
Totals--By Age Group:	Pre	11.4		12.3			
	Post	12.9		13.7			
Overall Amount of Increase:		+1.5 (+10%)		+1.4 (+9%)			

This too is borne out by a comparison of the average posttest scores for the two age groups (see table 6). The younger students achieved an average of 12.9, whereas the older students attained 13.7.

Interestingly, the difference between both age groups from the pretest to the posttest was about the same: an increase of 1.5 (younger) versus 1.4 (older). This suggests that the job club experiences had about the same positive effect on participants of all ages, increasing the younger members' skills and knowledge about job-seeking and the world of work and enhancing those that the older members already had.

Younger men seemed to benefit most from the job clubs, with an overall increase between the pre- and posttest of 1.8 points--about a 12 percent improvement. Younger women seemed to get the least out of the job clubs, with only a 1.1 point improvement--about 7 percent better. Older women and men seemed to improve by about the same amount, overall--1.5 points better (10 percent) for women and 1.7 points better (11 percent) for men.

Specific Content Problem Areas

In addition to the average scores on the pre- and posttests, the responses on the posttests highlighted some content areas that seemed to pose difficulties for many job club members. These were indicated by numerous wrong responses to the same questions. Some of these content areas were problems at all of the sites; others were more of a problem at some sites than others and may suggest

that more emphasis on those particular areas may have been desirable.

Problem spots indicated on the posttest responses are shown in table 7. Problem areas common to a number of the sites are discussed next.

Common trouble spots. Question 10 (on networking) posed the most common problem for students at four of the six sites. A number of possible reasons explain this. It may be that the demonstration job clubs did not emphasize the importance of networking sufficiently to counteract long-held "popular wisdom" that urges job seekers to rely on newspaper want ads and public employment services. Alternatively, networking requires assertiveness--a difficult skill for many people--whereas the other two choices imply more passive activity.

The other common problem area was question 13, which received a substantial number of erroneous responses at two sites. This question focuses on the nature of an appropriate positive attitude about the job search process. Incorrect responses here may be attributed to ambiguous wording in one of the incorrect multiple-choice answers, which says that having a positive attitude means "believing that you are better than anyone else." The intention was to weed out inappropriate egoism from an appropriate attitude of persistence and self-confidence in an eventual positive outcome. Alternatively, some members did mark "saying anything it takes to get a job." In at least these cases, participants did not get the intended message about developing and maintaining a positive attitude.

TABLE 7

SPECIFIC CONTENT PROBLEM AREAS
REVEALED ON THE POSTTESTS, BY SITE

Posttest Questions	CSCC	Cuesta	Harper	NOVA	Pima	QCC
1. **When you are a worker, employers expect you to--** (Tests very basic knowledge of employer expectations)			X			
2. **Newspaper want ads will tell you--** (Assesses whether the job club succeeded in dispelling the common myth that newspaper ads are prime, complete sources of job opening information)					X	
4. **A cover letter is what you send to--** (Assesses whether participants gained knowledge about appropriate job search protocols and paperwork)	X					
7. **During a job interview, it is important to--** (Tests whether participants gained an understanding of the fine points of interviewing)			X			
9. **When applying for a job, you should tell the employer--** (Assesses whether job club adequately addressed how persons with LD can communicate appropriately about their disability with employers)					X	
10. **When looking for job openings, you should--** (Tests job club's emphasis on networking as a job-seeking skill)		X		X	X	X

Table 7 Continued

Posttest Questions	CSCC	Cuesta	Harper	NOVA	Pima	QCC
12. **Once you know about a job opening, the best way to find out more about it is to--** (Assesses whether participant understood useful, appropriate sources of specific job opening information)				X		
13. **Having a positive attitude about job hunting means--** (Assesses how well participants grasped the essence and importance of self-confidence and perseverance in a job search)			X		X	

Other Pretest/Posttest Findings

Job-ready participants. The pretest/posttest instrument asked job club members to indicate whether they would be ready to start a job in the summer of 1987, following the conclusion of the job club. As shown in table 8, at the beginning of the job clubs (pretest), 78 percent of the total participants at the sites expected to be ready to start a job that summer. By the end of the job clubs (posttest), this percentage had dropped slightly to 74 percent.

On the pretest, 17 percent of the participants said that they did not expect to start a job that coming summer. In other words, almost one out of five members did not join the job club with the objective of finding a job beginning in the summer of 1987; this has implications for the Follow-Up Survey results, which will be discussed in a later section. By the end of the job clubs (posttest), 26 percent of the participants--about one in four--said that they would not seek jobs that summer. This is an increase of 9 percent.

At the beginning of the job clubs, 5 percent of the participants said they were not sure whether they would be ready to look for a job that summer. According to responses on the posttest, those who had not been sure had either dropped out of the job clubs by the end, or had made a decision one way or the other.

Resume outcomes. One of the desired outcomes of the six demonstration job clubs was the completion of resumes--a crucial tool in most job searches. As was just discussed, not all job

TABLE 8

JOB CLUB PARTICIPANTS INDICATING READINESS TO START A JOB AT THE END OF THE JOB CLUB

Site		Yes	%	No	%	Not Sure	%
CSCC	Pre (n=9)	4	44	3	33	2	22
	Post (n=5)	2	40	3	60	-	-
Cuesta	Pre (n=4)	3	75	-	-	1	25
	Post (n=4)	1	25	3	75	-	-
Harper	Pre (n=17)	13	76	3	18	1	6
	Post (n=12)	7	58	5	42	-	-
NOVA	Pre (n=20)	15	75	5	25	-	-
	Post (n=13)	12	92	1	8	-	-
Pima	Pre (n=10)	10	100	-	-	-	-
	Post (n=10)	9	90	1	10	-	-
QCC	Pre (n=21)	18	86	3	14	-	-
	Post (n=18)	15	83	3	17	-	-
Total--All Sites	Pre (N=81)	63	78	14	17	4	5
	Post (N=62)	46	74	16	26	-	-

club participants had as their goal the acquisition of a job immediately following the conclusion of the job club. Of those who did, only a small portion reported that they planned to look for full-time permanent jobs; many more had not yet completed their college programs and planned to look for seasonal and/or part-time work.

It may thus be assumed that a number of job club participants may not have been strongly motivated to develop polished resumes. Even so, 31 participants (half of the job club completers) at the 6 sites reported on the posttest that they had resumes ready to

give to employers by the end of the job club meetings. This is a substantial improvement, as only 18 students reported having a resume already prepared when they started the job club, and many of those resumes reportedly were not well written.

Follow-Up Survey Results

Employment-Related Outcomes

The Follow-Up Survey (see appendix C for a copy of the instrument) collected information on employment and other career-related outcomes of each job club within 6-8 weeks of its termination. The survey was administered to job club completers by telephone or in person by the job club coordinator(s). Table 9 summarizes--by site and overall--how many members had found jobs, were still looking for jobs, or had stopped looking at the time of the survey.

For a variety of reasons, coordinators had difficulty in locating all of the job club completers during the summer. As a result, only 48 surveys (77 percent) were returned out of a possible 62. Of the respondents, 19 (40 percent) had obtained jobs and were working, 16 (33 percent) were still looking for jobs, and 13 (27 percent) were not looking.

Analysis of these outcomes by age group and gender is confounded by accidental use by one of the sites of a draft version of the Follow-Up Survey. The draft did not ask respondents to identify themselves; therefore, data on their gender and age are unavailable.

TABLE 9

FOLLOW-UP SURVEY JOB SEARCH OUTCOMES
(N = 48)

Site	Job Search Status	Ages 18-25		Ages 26-50		All Ages	
		F	M	F	M	F	M
CSCC (n=4)	Employed	-	1	-	-	-	1
	Looking	-	-	2	-	2	-
	Not Looking	-	-	1	-	1	-
Cuesta (n=4)	Employed	-	1	1	-	1	1
	Looking	-	-	-	-	-	-
	Not Looking	1	-	1	-	2	-
Harper (n=12)	Employed	(Mistakenly used draft survey form that did not request identifying data)				7	
	Looking					-	
	Not Looking					5	
NOVA (n=9)	Employed	-	-	-	-	-	-
	Looking	4	1	1	1	5	2
	Not Looking	-	1	1	-	1	1
Pima (n=10)	Employed	-	2	-	-	-	2
	Looking	-	5	-	1	-	6
	Not Looking	-	1	-	1	-	2
QCC (n=9)	Employed	3	3	1	-	4	3
	Looking	-	-	1	-	1	-
	Not Looking	1	-	-	-	1	-
Total[a] (n=36)	Employed	3	7	2	-	5	7
	Looking	4	6	4	2	8	8
	Not Looking	2	2	3	1	5	3
		Total All Groups[b] (N=48)		Employed Looking Not Looking		19 (40%) 16 (33%) 13 (27%)	

[a]Totals by age group and gender, not including data from Harper.

[b]Totals for all ages and genders, including data from Harper.

The 19 participants who obtained jobs represent 41 percent of the members who said (on the posttest) that they would be ready to seek employment following the conclusion of the job clubs. When those who did obtain jobs and those who reported on the survey that they are still looking are combined, they amount to 73 percent of those surveyed. This corresponds almost exactly to the 74 percent who reported on the posttest that they would be ready to start the job after the end of job club. In other words, almost none of those who had planned to look for work had become discouraged and given up. This suggests that the job clubs successfully encouraged persistance in the job search process for those whose objective was to obtain employment.

Table 10 describes the kinds of jobs that were obtained by the 19 participants who started working either during the job club or within the 6-8 weeks following its conclusion. Here are some of the highlights of these jobs:

- All of the positions appear to be entry-level jobs. Most are relatively low-skilled.
- Six (32 percent) of the jobs are seasonal, six (32 percent) are part-time, another five (26 percent) are full-time permanent positions, one (5 percent) is a work/study job, and one (5 percent) is an unpaid internship.
- Eleven (58 percent) of the jobs are in small companies (e.g., approximately 50 employees or less), and eight (42 percent) are in sizable organizations.
- The range of wages (all of which are hourly) is from $3.35-10.76/hour. The average wage is $5.00/hour. Amount of wages does not seem to be related to job duration (i.e., full-time, part-time, seasonal).
- Of the 19 jobs, 8 (42 percent) offer some benefits and 11 (58 percent) offer no benefits.

TABLE 10

FOLLOW-UP SURVEY REPORT OF JOBS OBTAINED BY JOB CLUB PARTICIPANTS

Job Title	Job Duration	Size of Firm	Wages	Benefits	Career Ladder	On Target[a]
Landscaper	seasonal	small	$4.50/hr.	no	no	no
Asst. Bookkeeper	part-time	small	$4.50/hr.	no	no	yes
Child Care Worker	part-time	small	$3.75/hr.	no	yes	yes
Construction Worker	seasonal	large	$6.00/hr.	no	no	yes
Waiter	full-time permanent	small	$4.25/hr. plus tips	medical & life insur.	yes	yes
Firefighter	part-time	small	$6.00/hr.	life insur.	yes	yes
Dishwasher	part-time	small	$4.50/hr.	medical	no	no
Camp Counselor	seasonal	large	$5.00/hr.	no	no	yes
Clerk	full-time permanent	large	$4.47/hr.	medical	yes	yes
Gardener	full-time permanent	small	$4.50/hr.	medical	yes	not sure
Bagger/Courtesy Clerk	part-time	large	$3.35/hr.	after probation	yes	not sure

[a]Responses to the question "Is your job the kind of job you were looking for?"

Table 10 -- continued

Job Title	Job Duration	Size of Firm	Wages	Benefits	Career Ladder	On Target[a]
Day Care Counselor	seasonal	small	$3.35/hr.	medical	yes	yes
College Assistant	work/study	large	$4.00/hr.	no	no	yes
Counter Worker	part-time permanent	small	$7.93/hr.	no	yes	no
Salesperson/ Cashier	full-time permanent	large	$4.00/hr.	paid vacation	no	yes
Radio Station Intern	internship	small	N/A	no	not sure	yes
Clerical Assistant	seasonal	large	$5.00/hr.	no	not sure	not sure
Janitor	seasonal	large	$10.76/hr	no	no	no
Box Boy	part-time permanent	small	$4.00/hr.	no	yes	yes

[a]Responses to the question "Is your job the kind of job you were looking for?"

- Nine (47 percent) of the entry-level positions have a built-in career ladder with some possibility of promotion. Eight (42 percent) other positions are essentially dead-end jobs, with no possibility of promotion. Most of these latter jobs are seasonal or part-time, but two are permanent, full-time positions. Two respondents (11 percent) were not sure about job ladders.

- Twelve (63 percent) of the respondents report that the jobs they found were the kinds of jobs they were looking for. Four (21 percent) said the jobs were not their target employment. Three respondents (16 percent) were unsure.

The 14 participants who said on the survey that they were not looking for a job reported the following reasons:

- Six (43 percent) had decided they should finish school or seek additional training before looking for work.

- Five (36 percent) had already had jobs when they began the job club and continued to work in jobs at the time of the survey. They had no immediate plans to seek different jobs, though for most that appeared to be an eventual goal.

- Three (21 percent) reported miscellaneous reasons, such as delaying the job search until after major surgery, still being undecided on a career, and having to attend to other responsibilities.

Participants' Evaluation of the Job Clubs

One of the questions on the Follow-Up Survey asked the former job club participants, "Do you feel your job club experiences helped (or will help) your job search?" Of the 48 respondents, 43 (90 percent) said yes, 3 (6 percent) said no, and 2 (4 percent) did not record an answer.

Another question asked the respondents to check off (or write in) those outcomes they felt they had experienced as a result of their participation in the job club. Table 11 shows the responses by site and overall. It should be noted that response rates on

TABLE 11
PARTICIPANTS' EVALUATION OF
WHAT THEY GOT OUT OF THE JOB CLUBS
(N=48)

Outcome	CSCC (n=4)	Cuesta (n=4)	Harper (n=12)	NOVA (n=9)	Pima (n=10)	QCC (n=9)	All Sites	%
More Self-Confidence	4	1	1	6	1	6	19	40
Better Interview Skills	4	-	2	9	2	5	22	46
More Skill in Finding Job Openings	2	1	1	8	6	3	21	44
Better Ability to Fill Out Job Applications	4	-	-	6	-	2	12	25
A Clearer Idea of the World of Work	1	-	-	4	-	3	8	17
Knowledge of When and How to Talk About Your Learning Disability	3	-	-	4	-	5	12	25
Better Phone Skills	4	-	-	1	-	-	5	10
A Good Resume	4	1	-	4	9	5	23	48
More Appropriate Personal Appearance	4	-	-	3	-	3	10	21

Table 11--Continued

Outcome	CSCC (n=4)	Cuesta (n=4)	Harper (n=12)	NOVA (n=9)	Pima (n=10)	QCC (n=9)	All Sites	%
More Realistic Job or Career Plans	4	-	4	7	-	3	18	38
More Ability to Keep a Job Once You Have One	4	-	-	4	-	2	10	21
A Better Idea of Your Rights as a Job Seeker or Worker	3	-	-	8	-	3	14	29

this section of the survey were sparse for two sites, Cuesta and Harper, where quite a few participants simply skipped over the question.

The outcome of job club experiences that received the most responses (48 percent) across the sites was **having a good resume**. The next most frequently mentioned outcomes were **better interview skills** (46 percent), **more skill in finding job openings** (44 percent), **more self-confidence** (40 percent), and **more realistic job or career plans** (38 percent). The experience receiving fewest responses was **better phone skills**, but this is not surprising, as none of the sites provided a phone bank, and several (e.g., QCC) deliberately chose not to include phone skills as part of the job club experience.

The survey further asked participants to report whether there were job search skills or work world knowledge that the job club **did not** deliver. Of 48 respondents, 15 (21 percent) said no, 5 (10 percent) said yes, and 38 (79 percent) did not record an answer. The unusually large portion of missing responses, coupled with the general satisfaction expressed about the job club in the earlier question about whether the job club helped or will help in a job search, strongly suggests that at least some of those participants who failed to answer assumed that no response at all would indicate that they perceived no lack in their job club experiences.

The participants who indicated that the job clubs had failed to deliver some important information or skills wrote in the following responses on what they felt their job club experiences had lacked:

- Should have dealt more specifically with how to talk to employers about your disability (two write-ins)
- Should have covered interviewing skills (one write-in from CSCC, where time limits forced the elimination of this vital element of job club activities)
- Should have given more help with placement (one write-in)
- Should have provided more self-confidence training (one write-in)
- Should have provided more interpersonal relationship training (one write-in)

The survey asked participants whether they felt that their college should offer the job club as a regular service or course. Of the 48 respondents, 21 (44 percent) said yes, none said no, and 27 (56 percent) did not respond. None of the participants at Cuesta, Harper, or Pima responded to this question. It should be noted, however, that the job club at Harper has now been incorporated as a regular part of the special section of Psychology 108 for students with learning disabilities; those students may have felt the question was irrelevant in their case.

The survey asked participants if they would recommend the job club for other persons with learning disabilities. It then asked those who would recommend such an experience whether they thought it would be better for the job club to have a general mix of students, a mix of students with disabilities, or students with learning disabilities only.

As table 12 shows, respondents overwhelmingly said that they would recommend the job club experience for other students with learning disabilities (94 percent yes versus 4 percent no). Of the 45 who said yes, 19 (42 percent) thought that future job clubs should have a mixture of all students, including but not limited to those with disabilities. One respondent (2 percent) felt that a future job club could include students with a mix of disabilities, but should not include students without disabilities. Two respondents (4 percent) felt that a future job club should continue to restrict membership to students with learning disabilities. More than half of the respondents who said they would recommend the job club to other students with learning disabilities did not respond to the query about membership, however. No responses at all to this question were received from students at Cuesta, Harper, or Pima; however, as before, students at Harper may have thought the question did not apply to their situation.

Finally, the Follow-Up Survey asked the participants for their overall feelings about the job club. Responses were numerous and sometimes lengthy. Here is a representative sample:

- "I enjoyed it and it enlightened me about a lot of things I had not thought about. It was good all the way around. It brought up more questions than I was able to come up with, and it answered them for me, too." (CSCC)

- "Gave me information I had no clue about beforehand." (Cuesta)

TABLE 12

PARTICIPANTS' RESPONSES TO RECOMMENDING JOB CLUBS FOR STUDENTS WITH LEARNING DISABILITIES AND THEIR OPINIONS ABOUT THE MIX OF STUDENTS FOR FUTURE JOB CLUBS

Site	Yes, Would Recommend for LDs	No, Would Not Recommend for LDs	N/A	If Yes--		
				All Students	Mixed Disabled	LD Only
CSCC (n=4)	4	-	-	3	1	-
Cuesta (n=4)	4	-	-	-	-	-
Harper (n=12)	11	1	-	-	-	-
NOVA (n=9)	8	-	1	8	-	1
Pima (n=10)	10	-	-	-	-	-
QCC (n=9)	8	1	-	8	-	1
Totals All Sites	**45 (94%)**	**2 (4%)**	**1 (2%)**	**19 (42%)**	**1 (2%)**	**2 (4%)**

- "Enjoyed job club but decided to stay in school for awhile; I appreciate the time my counselor spent with me, even though I changed my mind about working right now." (Cuesta)

- "It will make things easier." (Cuesta)

- "Good." (Cuesta, Harper, NOVA, Pima)

- "I guess it would help a lot if I didn't already have a job." (Harper)

- "Helped me look at myself in a different way. I realized that others have the same problems I do." (NOVA)

- "Meetings too short." (Three similar responses; NOVA)

- "Most of the experience was positive but some of the speakers pump you up, but when you actually go through the process you are let down. Reality is missing from the information." (NOVA)

- "Job club will help me find a better job than the one I have now." (Pima)

- "I wish it had started earlier in the semester so we could have covered the interview process more; there was not enough time to cover all the materials related to job hunting." (Pima)

- "It's fun because you are with friends and really participate. You really want to learn." (QCC)

- "It was a valuable opportunity for all who are not familiar with the outside job world and are a little uncomfortable about handling themselves in certain job situations and how to become confident in all aspects of their lives. Also, how to keep realistic goals for themselves." (QCC)

- "Helped me develop my skills in how to find a job and also helped me to see that my choices in geographic areas are limited because of traveling distances and [problems] with finding a place to park [in the New York City area]." (QCC)

All told, the respondents wrote in 22 positive comments, 4 negative comments, and 3 neutral or ambiguous comments.

Case Study Results

To add depth to the data collection, National Center project staff conducted a case study interview with one representative job club member at each site. Selection of the participants to be interviewed was usually random. Interviews were conducted at the time of the site visit. At most sites, this occurred around the midpoint of job club activities, but at Harper it occurred fairly early, when job club activities had recently begun, and at CSCC it occurred on the day of the last meeting.

The interviews used a list of open-ended questions (see appendix C for a copy of the case study interview questionnaire). Actual interviews were informal, however, and interviewers did not try to impose a particular order to the questions so long as the conversation stayed on relevant topics.

The individual case study reports for each site appear in appendix E.

What the Case Study Interviews Reveal

The subjects of the six case studies came into the job clubs with varying objectives. Only two of these participants said that finding work was an immediate objective; the other four hoped that the job club experiences would improve their ability to get a desirable position at some unspecified time in the future. Also, two of the subjects expressed an additional expectation that participation in the job club would help them overcome some counterproductive interpersonal behavior.

Only half of the subjects had had their specific learning disability diagnosed. Most had experienced academic and social difficulties because of their disability, but only two subjects had had problems with employment or on-the-job training because of their disability. Most of the other subjects were youths who had previously worked only in part-time, low-skilled jobs.

All of the subjects had been students at their college for at least 1 year. Half of them had specific majors. Two of those were ready to graduate. Prior to joining the job club, three had had no previous training or notable experience in job-seeking skills, two had had some, and one felt she had had extensive experience but wanted to polish her approaches.

All of the interviewees felt that the job club was a positive experience for them. Learning to write a resume and practicing interviewing skills were mentioned by nearly all of the subjects as high points. Also mentioned were learning to dress for success, listening to inspirational peer speakers, learning how to locate job openings, assessing career interests, and an informal job club approach to learning. The students found the job clubs' accommodations for their learning disabilities generally good, with much praise for handout materials, provision of one-on-one assistance, use of audio- and videotapes, and coordinators' willingness to go slowly and provide extra explanation or examples.

A number of the participants thought the job club meetings (both in length and number of meetings) were too short and did not offer enough time to give more than an overview of some important

materials. At least two of the subjects thought that more time per meeting would encourage more group participation and support--which was generally rated low. Several subjects would have liked to have received more handouts, and one would have liked more hands-on exercises. Two students felt that larger groups (more than 2-5) would broaden learning opportunities, too.

Four subjects thought that offering the job club as a credit course would be appealing to students. Another subject felt that the job club should mix the best aspects of a course (instruction and leadership by coordinators) with those of a club (informality, refreshments, and so forth). The other subject expressed doubt that she would take a job club offered as a credit course because she would be reluctant to pay the tuition cost.

Three of the subjects explicitly said they would not join a job club unless membership was restricted to students with learning disabilities. Their positive reasons were that this arrangement offered individualized learning accommodations, personal attention from the coordinator, and more time to learn. They also felt less self-conscious with other students with LD. Their negative reasons were that they would feel intimidated and inferior in a job club open to all students and that the activities would move too fast for persons with learning disabilities to learn well.

Two other students said they would join a general job club. One student said he would not join a job club with students with a

mix of disabilities, however, because their (visible) disabilities would make him feel uncomfortable.

Coordinators' Evaluation of the Job Clubs

At several points during the project, National Center staff asked the job club coordinators for their opinions about the model and materials drafted by the National Center and demonstrated at the six sites. All of the coordinators felt that the job club model has considerable value for helping college students with learning disabilities. They disagreed, however, on some of the specific practices.

Areas of Common Agreement

The following comments represent areas of common agreement among the job club coordinators at the six sites. These representative quotes were gleaned from the site interviews, notes collected from the coordinators following the termination of job club activities, and notes from telephone conversations between project and site staff:

- "The job club gives students the ability to identify and find a job for which they are genuinely qualified and in which they will experience success and job satisfaction."
- "[The job club] gives the members a polished, sophisticated approach to finding a job--particularly a problem for students with learning disabilities. It gives members the practical training they need to get the best job they can."
- "The organized curriculum [syllabus] makes it easy to convey basic information about what is important in job hunting (e.g., resume, cover letter, follow-up). Too often colleges expect students (with or without disabilities) to 'pick up' that information somewhere, and so do not provide access to it."

- "The syllabus, handouts, and materials in the three-ring binder were good, easy to read, easy to explain."

- "[The] resume writing [activity] makes students focus on the positive; other skill/interest/experience assessments focus too much on negative characteristics. Resume preparation gives them a better understanding of their skills and abilities by helping them integrate their life experiences. This is a meaningful experience for the students and helps their self-esteem."

- "Practicing interviewing is an indispensible activity. The students quickly realize that these skills cannot be developed any other way, nor can anyone else do this for them."

- "The process of videotaping [the mock interviews] helped to ease the students' fear of interviewing. Many students stated that when they went on their first real interview upon completing the class that they were not nearly as nervous as they had been while being videotaped."

- "[The job club] enables students to learn how to focus on their strengths instead of their weaknesses, particularly as they relate to seeking employment."

- "The job club overall gives the members greater self-awareness and self-esteem. They especially acquire a greater awareness as to how they see themselves and how others see them."

- "The peer support group is a valuable part of it, where students share hopes, fears, information, enthusiasm."

- "I liked the idea of running the job club as a class for college credit. The college credit acted as an incentive for students' attendance. Because most . . . students work in addition to attending classes, it would be very difficult to schedule a 'club' that would encourage regular attendance of LD students. Most students would not see the value of attending a club meeting when they could be earning money."

- "The job club communicates the college's and staff's high expectations of the members and their belief that the students really can get good jobs. This may be the first time in their lives that these students have been told by adults that they are not

failures and can succeed. Thinking about themselves in terms of being employable gives them hope and convinces them that people with disabilities can live full lives like other people."

- "It generates a lot of enthusiasm and participation among the members, who realize they are getting something they really need (e.g., a resume for those ready to look for a job)."
- "Job club teaches more than job-seeking skills; it teaches about life."
- "Students who need it do come."

Areas of Disagreement

The coordinators disagreed on optimum length of job club meetings. Several felt that more time per meeting--1 1/2 to 2 hours--would be more effective. Others felt that, due to problems with participants' energy level and attention span, more frequent meetings of 1 hour (perhaps twice a week) would be more appropriate for students with learning disabilities.

Most of the coordinators agreed that the 10-week job club is too short, particularly if the group meets only once a week for 1 hour. More time is needed, whether in length of individual meetings, number of meetings per week, or total number of meetings per job club cycle. The strongest arguments suggest that the job club itself should be extended to more meetings or longer meetings. For students with urgent interest in finding jobs, more frequent meetings may be best.

The coordinators offered a number of recommendations for ways to improve the current syllabus and strategies. Some suggested additions and innovations. The most pertinent of these are

incorporated into the recommendations for policy and practice in chapter 5.

Chapter Summary

Overall, participation in job clubs enabled students at the six demonstration sites to increase their job-seeking skills and knowledge, as shown by an 11 percent improvement of scores on the pretest/posttest. Women came into the job clubs with more skills and knowledge in this area than men, but men's scores improved more than women's (1.7 points verse 1.2 points). Younger and older job club participants improved their scores by about the same amount (1.5 versus 1.4, respectively).

Job clubs had the most trouble (in terms of content) with convincing participants that newspaper want ads and local employment agencies are not the prime resources for finding job openings. Participants also had some problems understanding what a positive attitude means in the context of a job search.

About 74 percent of those taking the posttest said they were ready to look for a job following the end of the job club. On the Follow-Up Survey, project staff found that nearly all of these completers had found jobs or were still actively looking for one. Jobs that were obtained were largely entry-level positions requiring relatively low skill levels. Most are seasonal or part-time, with no built-in job ladder.

About 90 percent of the participants felt that their job club experiences either had helped or would help their job search. Specific benefits of the job club that were mentioned most often

were more self-confidence, better interviewing skills, more skill in finding job openings, a good resume, and more realistic job or career plans. Almost all of the completers said they would recommend the job club for other students with learning disabilities. A number of participants felt, however, that there should be longer meetings, or more of them. These findings were corroborated by in-depth case study interviews with one participant at each of the sites.

Job club coordinators unanimously felt that the job club model and materials were appropriate and easy to use. They expressed satisfaction, overall, with the positive effects of the job club experiences on the participants. Most seem to think that, in the future, the job club could more effectively be offered as a credit course.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

How Well Did the Job Clubs Work?

Patterns of Outcomes

The project tested the hypothesis that participation in a demonstration job club (based upon a model developed by the National Center) will increase the level of job-seeking skills among college students with learning disabilities. The results of the pre- and posttest show that job club completers did indeed improve their knowledge and skills in this area by an overall average of 11 percent over about 10 weeks.

On the other hand, results of the Follow-Up Survey show that of those job club completers contacted 6-8 weeks after the last meeting, only 40 percent had obtained jobs and were working. About a quarter of the participants chose not to conduct an actual job search. Of the 35 students who actively looked for a job, 54 percent had found employment by the time of the follow-up data collection (and in telephone conversations with the job club coordinators since that time, several more participants have found jobs). The jobs the participants obtained seem, for the most part, neither better nor worse than the kinds of jobs they might be expected to get if they had not participated in the job club activities.

An examination of the major characteristics and outcomes of the job clubs at the six sites does not shed much light on the problem. As table 13 shows, of the sites that had higher average

TABLE 13

MATRIX OF MAJOR CHARACTERISTICS
AND OUTCOMES FOR THE SIX SITES

Characteristic	CSCC	Cuesta	Harper	NOVA	Pima	QCC
No. of Members in Pretest	9	4	17	20	10	21
No. in Posttest	5	4	12	13	10	18
Attrition	44%	0%	29%	35%	0%	14%
No. of Groups	2	2	1	1	2	1
No. of Coordinators	1	2	2	1	1	3
Format of Job Club	Classroom, some extra one-on-one help	Informal & individualized	Section of Psych 108, some extra one-on-one help	Club format, some formality, some extra one-on-one help	Club format & individualized	Classroom with emphasis on "clubness"
Total Hours of Meeting Time	8	low=20 high=10	14	10	20	15
Level of Group Interactions	low	high	moderate	moderate	high	high
Level of LD Accommodation	high	high	high	moderate	high	high

Table 13--Continued

Characteristic	CSCC	Cuesta	Harper	NOVA	Pima	QCC
Adherence to Syllabus	moderate	high	high	high	high	high
Extra Placement Assistance	no	yes	yes	no	yes	no
Other Special Activities	N/A	N/A	added career exploration; many external linkages	emphasis on use of outside speakers	mock interviews on video	mock interviews on video; visits to job sites; refreshments
Avg. Pretest Posttest	11.78 12.80	11.75 14.25	11.75 12.83	11.70 13.92	10.10 12.40	11.86 13.05
% Increase	6%	17%	7%	15%	16%	8%
No. Jobs Gotten	1	2	7	0	2	7
Percentage	11%	50%	41%	0%	20%	33%

percentages of increased knowledge on the pretest/posttest (i.e., Cuesta, NOVA, and Pima), two (Nova and Pima) did not have particularly high employment rates on the Follow-Up Survey. Harper and QCC, on the other hand, had low pretest/posttest averages but relatively high employment rates. The job club at CSCC should probably not even be considered here, as time ran out and several critical elements of the syllabus were not completed--the only site to deviate substantially from the basic model activities.

No obvious overall pattern of characteristics emerges to explain why these inconsistent outcomes occurred. Examination of similarity in outcomes at some sites may give clues, however.

Cuesta and Pima bear closer examination, since they are the only two sites that did relatively well on both outcome measures, with good increases in skills and knowledge (17 percent and 16 percent, respectively) and higher employment rates (50 percent and 20 percent, respectively). Both sites had zero attrition, strongly individualized job club formats, and some extra placement assistance. More hours spent per job club may have had a positive effect: Cuesta spent 20 hours for its lower-functioning and 10 hours for its higher-functioning students, and Pima spent 20 hours per group. (This finding corroborates the comments by both job club participants and coordinators that call for more time to be spent per meeting and/or more meetings per job club.)

In addition to devoting more time for their job club activities, Cuesta and Pima both used small group sizes--two students per group at Cuesta and five students per group at Pima.

Not unexpectedly, both had high levels of accommodation for the members' learning disabilities. Also, project staff observed a highly active level of student interaction at these two sites, although the coordinators (rather than the members) were the primary stimulus for it.

The Pima coordinator made a special effort to put job club members in contact with several community agencies that could help the students find job placements. The Cuesta coordinator provided a personal recommendation to the employer for the students who account for the 50 percent employment rate for that job club. It should be noted, however, that the other two Cuesta job club participants determined through their job club experiences that they were not as yet ready to look for jobs. This should be considered a positive outcome of the job club.

Harper and QCC are similar in their outcomes in that their percentages of skill increase are low (7 percent and 8 percent, respectively), yet their employment rates are high (41 percent and 33 percent, respectively). Both of these job clubs were made up of 1 fairly large group (17 at Harper, 21 at QCC) and were characterized by fairly low coordinator/member ratios (1:8.5 at Harper and 1:7 at QCC). Both used a classroom approach to enhancement of knowledge and skills and provided a high level of accommodation for students' learning disabilities. Both devoted about the same total amount of time (14 hours and 15 hours) to job club meetings.

Harper and QCC are also the only two job clubs whose students with learning disabilities know each other outside of the job club

activities, because both of these colleges' disabled student services departments go to great lengths to create a sense of community among their students with disabilities. Yet at Harper, group interaction in the job club was only moderate, probably because the job club was integrated into a course and taught in a classroom setting. At QCC, a classroom approach was used to teach the job search skills and knowledge, but a mood of "clubness" was deliberately cultivated (including serving refreshments during the lunch hour meetings).

At Harper, the coordinators did make extra efforts to link participants to outside placement assistance. QCC, however, with the next highest rate of employment, made no special placement efforts.

CSCC and NOVA appear to be laws unto themselves. CSCC, with both low posttest average and employment rate, must be disregarded because it was unable to complete all job club activities.

NOVA had a fairly high increase in skills level (15 percent), yet none of its job club completers found work within 6-8 weeks of the last meeting. NOVA had the smallest coordinator/member ratio (1:20) and devoted only 10 hours to job club meetings. The coordinator did provide some one-on-one help to members, but only if they requested it. Levels of group interaction and LD accommodation were moderate. No extra placement assistance of substance was provided, though students were informed of a number of potential sources (both internal and external to the college) for such assistance. Finally, although NOVA's job club members learned enough of the job search principles to score fairly highly

on the pretest/posttest, the overall approach was described by one student as "only an overview," which may explain why, after 6-8 weeks, none of the completers had been able to apply those principles well enough to obtain a job.

What the Outcomes Mean

When combined with comments from the coordinators, the site visit observations, and feedback from the participants, the job club outcomes suggest the following conclusions:

- The job club model does appear to help college students with learning disabilities improve their job-seeking skills and knowledge and acquire savvy about the world of work. As both coordinators and many participants pointed out, job club experiences helped members focus on and clarify their work goals, exposed them to information and insights they may otherwise not have gained, assisted them in filling out applications and drafting resumes, and encouraged many of them to take action and personal responsibility in their job searches.

- High employment rates should not be considered the only indicators of effectiveness of the job club experience. About a quarter of the participants did not join the job clubs with a goal of immediate employment in mind. Some reported wanting job club experience for general information, which they were banking for the future; others apparently hoped to improve interpersonal skills or had other nonemployment-related objectives. A number of participants learned through their job club activities that they were not yet ready to look for a job, usually because they realized they would need more training before they would be qualified for the kind of jobs they wanted.

- The relatively low employment rates are partly the result of the short data collection time frame (6-8 weeks after completion of the job clubs) necessitated by the study. A third of the participants completing the Follow-Up Survey reported that they were still actively looking for a job. A later survey would probably have raised the sites' employment rates.

- A fairly high level of accommodation for the members' learning disabilities does appear to be consistent with better employment rates (i.e., Cuesta, Harper, Pima, QCC).

- The short time allotted for job club operation (about 10 weeks) probably had a negative effect on the clubs' overall effectiveness. A substantial number of students complained about the brevity of meetings (averaging 1 hour) used to cover major topics. Ten weeks are probably not long enough to develop an effective peer support group either. Longer meetings or more meetings would probably have improved the job club outcomes at all sites. In addition, more or longer job club meetings would have permitted development and usage of a more extensive and inclusive pretest/posttest instrument to measure changes in job-seeking skills and knowledge.

- Job clubs that provided easy, frequent communication between the coordinators and members seemed to cultivate high attendance, high group interaction, and higher increases in job-seeking skills and knowledge. Whether there was one coordinator or several seemed to make no difference so long as the coordinator(s) invited and maintained friendliness and accessibility and impressed on the participants that he/she cared about them. Also, it seemed to be important for at least one coordinator in a team-teaching situation to have a background working with students with learning disabilities.

- Both coordinators and students expressed a keen interest in offering job club activities as a credit course. However, sites that offered the job club as either a formal course (i.e., Harper) or emphasized a classroom format (with "clubness," as at QCC, or without it, as at CSCC) had the least improvement in job-seeking skills and knowledge. On the other hand, both Harper and QCC had high employment rates. This outcome at Harper is probably due to active involvement with outside placement services; however, QCC's is unexplained.

- Creating "clubness"--that is, high group interaction and peer support among job club members--proved to be difficult at many sites. Both coordinators and students at the sites are so used to a classroom format for any kind of instruction that even though they may have started out trying to create a club atmosphere and structure, most slid quickly back into the familiar mode of classroom instruction. In addition, coordinators expressed little faith in the students' abilities to contribute to the direction of their own learning; as a result, none of the sites elected club officers, and at several sites the option was never even mentioned. On the other hand, the brevity of the job clubs (about 10 weeks) necessitated by the study may have contributed to these decisions.

- Although the employment outcomes of the demonstration job clubs were somewhat disappointing, all six sites reported plans to continue to offer job clubs (most as credit courses) in the fall of 1987 for their students with learning disabilities.

Characteristics of an Effective Job Club

The following combination of characteristics seems to add up to both higher levels of job search skill acquisition and good employment rates within 6-8 weeks of job club termination:

- Adherence to the syllabus of activities. Though reorganization of the job club activities seems to have no effect on outcomes, all of the major topics must be covered at some point to ensure the best chance of success.

- Small groups of five-six members per coordinator (as at Pima). This size seems to be small enough to allow the high degree of individualization and accommodation these students need, yet large enough so that members can draw on a reasonably broad range of varied experiences to give each other feedback and suggestions.

- A high level of member access to the coordinator. This manifests as individualized attention and accommodation at job club meetings, but also as easy and welcome access to the coordinator for extra help outside of meetings.

- More time devoted to job club meetings. If individualization, accommodation, and outside access to the coordinator are high and group size is low, 10 meeting hours may still be enough for higher-functioning participants. For lower-functioning members, however, at least 20 hours seem to be needed to cover all of the major job club activities at meetings, and more may be better.

- High levels of accommodation for learning disabilities. This is especially important in job clubs that include many lower-functioning members or those that include members who require alternative presentation strategies (e.g., audiotapes rather than written materials), extra repetition or explanation, more time to learn, and the like.

- High levels of group interaction. The group process--including the peer support element--is what ideally makes a job club approach superior to formal job search skills instruction. For students with learning disabilities, this can be a crucial element to success, but it seems to require the conscious, ongoing encouragement and modeling

of the job club coordinator. Also, where group interaction is moderate-to-low (as at NOVA), knowledge can still increase, but employment outcomes apparently will be low unless the coordinator makes an extra effort to link members directly with job placement persons (as happened at Harper).

- Some extra placement assistance. Merely telling students where to find placement assistance is apparently not effective; coordinators seem to need to make a personal effort to put placement officers, job coaches, potential employers, and other sources of job opening leads together with the job club members for the members to pursue the leads. This seems to be particularly important for lower-functioning students and/or those who have had little previous experience with job hunting. (Caution is in order here. Direct placement assistance may work as a "fast fix," but students who rely on it to locate job openings are not necessarily capacitated to take responsibility for their own job searches 2, 5, or 20 years down the road.)

Recommendations

The following recommendations for 2-year colleges are based on the project findings as well as comments and suggestions made by the job club coordinators at the six demonstration sites.

Recommendations for Future Practice

- **Operate job clubs for students with a variety of disabilities** rather than restricting them to those with learning disabilities. A previous study (Faddis and Long 1986) with mixed groups (which included students with learning disabilities) obtained good outcomes in both skill improvement and employment rates.

- **Operate a separate job club for lower-functioning students with learning disabilities,** if you have enough (five-six) to start a small group. These students are likely to drop out of a job club dominated by other populations or will make little effective use of the experience. Even though the efficacy of job clubs for students with learning disabilities was not conclusively proven in the current study, these students express a serious need for improvement in their job-seeking knowledge and skills. To operate a more effective job club for students with learning disabilities, however, will probably require close attention to the characteristics of an effective job club listed in the preceding section of the conclusions.

- **Do not operate a job club as a credit course**, but do provide certificates of completion, which participants can use as part of their job campaign. Although most coordinators and participants in the current study expressed interest in making the job club a credit course, the findings suggest that students in traditional classroom formats tend to be more passive about the instruction, interact less, avoid the effort of developing peer support, and depend on the coordinators or on placement services (internal or external) to help them locate job openings rather than become truly proactive in their own job search process.

- **Operate a job club as an ongoing, "permanent" service** available to students with disabilities throughout their college life, from enrollment through graduation. Several coordinators suggested that each job club should extend over at least two quarters. Alternatively, operate the job club as an open-entry/open-exit experience, with repeating cycles of training (e.g., filling out job applications, writing resumes, practicing interview skills), so that students may access it at any point (or several points) in their college careers, as needed.

- **Provide inservice preparation for coordinators**, based on the findings of the current study. Such inservice should include training in stimulating the group process (the "clubness" of the job club), accommodating and individualizing the activities, working effectively with outside speakers and other resources to ensure that they address the needs and concerns of students with learning disabilities, and the like.

- **Emphasize the group process in all activities** to help build the important peer support element of the job club. Coordinators who did this successfully made a point of the importance of peer support from the beginning and reinforced it throughout the job club by planning small group exercises, asking students to help each other individually or provide group feedback to individuals, continually encouraging group participation (especially by the shyer members of the club), specifically reminding members to help each other locate job opportunities, cultivating informality and "clubness" (e.g., by providing refreshments), turning over meetings or parts of meetings to the participants to run, soliciting their input in planning future activities, and the like.

- **Precede job club activities with career exploration and counseling**, as many students with learning disabilities have unrealistic career goals or expectations or no goals at all. This aid may be offered as a separate, prerequisite activity, or the job club itself may spend more time in early meetings (perhaps augmented by

individual counseling) to help members focus in on the kinds of careers, occupations, and jobs in which they will best succeed.

- **Provide individual counseling to augment job club activities.** This is particularly important for members whose employability is compromised by social and/or emotional problems in addition to their learning disabilities.

Recommendations for Future Research

Additional research is needed to test conclusively whether use of the job club model offers significant and lasting outcomes for students with learning disabilities. Here are some recommendations for such a study:

- Incorporate the findings and recommendations of the current project to improve the content and delivery of the job club.
- Extend the study over a longer period of time (2-3 years) to ensure identification of appropriate sites and collection of more conclusive longitudinal data collection and analysis.
- Use a larger sample (more sites) and use appropriate control groups and matched pair case studies to provide conclusive comparison.
- Provide practice-focused inservice training of coordinators (based on the findings of the current study).
- Identify or develop more extensive and precise measurement instruments and longitudinal follow-up data collection activities.

APPENDIX A

PILOT JOB CLUB SYLLABUS FOR STUDENTS WITH LEARNING DISABILITIES, 1987

SUGGESTED MEETING ACTIVITIES FOR A JOB CLUB FOR POSTSECONDARY STUDENTS WITH LEARNING DISABILITIES

MEETING 1: GETTING DOWN TO WORK

Resources: Pretests (printed or read aloud) for each member; schedule of Job Club meetings and activities; a guest speaker--preferably a college counselor with experience in career counseling; a computer-assisted job matching program (e.g., CHOICES, DISCOVER), if available.

- **Introducing the Job Club**

  Discuss the purposes and objectives of the Job Club. Hand out a schedule of Job Club meetings and activities.

- **Administering the Pretest**

  The pretest may be administered to the group now or individually in a counseling session before the next meeting.

- **Identifying Members' Job Skills and Interests**

  A college counselor is an ideal person to have in to speak about this area and give a short exercise (e.g., using Holland codes) to members who need help in listing their job skills and career interests.

- **Matching Members' Skills and Interests to Job Titles**

  Facilitate a group brainstorming session on possible job titles for the members. Also encourage the members to pursue this with others outside the meetings. If available, schedule members to use a computer-assisted job matching program.

- **Clarifying Members' Job Club Goals**

  Discuss the need for each member to clarify his or her personal Job Club goals (e.g., "obtaining a full-time permanent job with good benefits in a career area that fits my job skills and interests").

  Invite members to schedule a counseling session with the Club coordinator (or a college counselor) before the next meeting to help them clarify their personal job skills, career interests, target job titles, and Job Club goals. The pretest may also be administered at that time.

MEETING 2: JOB-SEARCH STRATEGIES

Resources: **A guest speaker,** such as a career counselor or specialist from an outside agency or organization; books on nontraditional job-seeking strategies (e.g., What Color is Your Parachute?).

- **Using Want Ads and Other Public Information Resources**

  Invite a **guest speaker** to (1) teach members to use want ads in city and neighborhood newspapers and (2) discuss job postings at company personnel offices, the college placement office, and other public job announcement services that may exist in your area.

- **Inquiring at Companies about Job Openings**

  Have the guest speaker discuss standard protocols for inquiring about job openings (job applications, phone inquiries, resumes, cover letters, job interviews, thank you notes, etc.). Also discuss alternative approaches.

- **Reviewing Members' Individual Job Club Goals**

  Lead a discussion in which members report on their Job Club goals and target job titles. This stimulates further clarification and informs the other members, who can then begin to help each other locate job openings.

Note: At the end of this session, introduce the need for Job Club officers and let the members decide when to elect these officers. They may do so at this meeting, or may decide to wait until they know each other a little better. They may also decide not to have Club officers at all!

MEETING 3: JOB APPLICATIONS/POSITIVE ATTITUDES

Resources: Sample job application forms from local companies; a guest speaker, such as a personnel officer from a major local firm, to lead the job application workshop; a peer speaker (a disabled graduate of the college who is successfully employed) to lead the positive attitudes discussion.

- **Filling Out Job Application Forms**

  Have the personnel officer lead a workshop on how to fill out job application forms, including do's and don'ts related to reporting information about disabilities.

- **Using the Positive Approach**

  Invite a peer speaker to (1) discuss the importance of self-esteem, persistence, and positive attitudes in job hunting and (2) talk about his or her personal work world experience.

  Invite members to meet with you in individual counseling sessions if they need help filling out applications, or with attitudes and self-motivation during their job search. If self-esteem problems are severe, you may wish to refer the member to a professional counselor at the college or outside agency.

Note: Beginning with this session (earlier, if appropriate), set aside 30 minutes or more to allow members to discuss their job search progress, feelings, and plans. Have the officers chair these discussions. If any members wish to continue discussions after the meetings end, make meeting space (preferably the same room) available to them.

MEETING 4: RESUME WORKSHOP I

Resources: Samples of resume formats; samples of good resumes and poor resumes; word processing equipment, if available.

- **Drafting a Resume**

  Lead a workshop that examines (1) the purpose and uses of resumes, (2) the content of a good resume, (3) suggested formats, (4) samples of good and poor resumes, and (5) appropriate language for resumes. Members may want to work in teams to help each other draft their resumes.

  Schedule individual counseling sessions with members who need extra help preparing their resumes. If it is available, you may offer members the use of (and some basic training on) word processing equipment.

MEETING 5: RESUME WORKSHOP II/JOB SEARCH PROTOCOLS

Resources: A guest speaker, such as a college placement officer, to discuss job search approaches; sample cover letters and thank you letters (transparencies and handouts); free (limited) typing and/or photocopying service, if available.

- **Completing the Resumes**

  Have the members work in teams to review each others' resumes and offer constructive suggestions. By the end of this workshop, each member should have a completed and fairly polished resume, ready for typing or word processing.

  It would also be helpful to make a limited amount of typing and/or photocopying available to enable members to prepare a sufficient number of copies of the completed resumes.

- **Using the Proper Approaches**

  Have your guest speaker discuss (1) the use of cover letters with resumes, as well as (2) other approaches of the job search process (e.g., thank you letters after interviews, follow-up phone calls, and so forth). Share examples of these written documents and provide handouts.

MEETING 6: RECORD KEEPING/TELEPHONE QUERIES

Resources: Samples (transparencies and handouts) of formats or forms for keeping track of the job search; sample of a pocket resume; two telephones (preferably with separate extensions) that can be plugged into their own phone jacks in the meeting room.

- Keeping Track of Your Job Search

  Discuss the importance of keeping track of job contact information (e.g., name, address, phone number, and name of contact person at each company; position title, description, pay range, and benefits; dates of letters, inquiries, interviews, thank you notes, etc.). Share copies of sample formats or forms to help members keep track of their job search activities.

- Preparing a Pocket Resume (optional)

  Discuss the utility of having a one-page pocket resume in hand to refer to during interviews, especially for members who are very anxious or forgetful in those situations. Share a copy of a pocket resume that members can use as a template to prepare their own.

- Using Telephone Skills to Make Job Contacts

  Discuss use of the telephone as a tool for job contacts, inquiries, and follow-up. Discuss telephone approaches for these situations.

  If feasible, model several of these kinds of phone calls, using the two telephones in the meeting room by calling one extension from the other. Have a member role play the person (job seeker or employer) you called. Then have the members take turns practicing these kinds of phone calls.

  Be aware of members who have particular problems using the telephone in these ways. Invite those members to come to an individual counseling session with you for additional practice (use your office phone). You may also want to invite members to make their first few real job contact telephone calls in your office, with you present to listen and give advice afterwards.

MEETING 7: JOB INTERVIEW SKILLS I

Resources: A guest speaker, preferably a personnel officer or other person experienced in giving interviews; a short film or slide-tape, if available, on job interview skills; clippings from recent magazines showing men and women in appropriate and inappropriate dress for interviews.

- **The Do's and Don'ts of Interviewing**

  Have your guest speaker discuss appropriate behaviors for successful job interviews (e.g., body language, eye contact, nervous habits, tone of voice, etc.). The speaker should also talk about the kinds of questions an interviewer may ask, and how to answer these questions appropriately.

  If time allows, model job interview behaviors and responses by taking the role of a job seeker, while the guest speaker takes the role of the interviewer. Model both positive and negative behaviors and responses, and encourage the members to spot and discuss them.

  Invite members for individual (or perhaps small-group) counseling sessions outside of meetings to help them practice their interviewing skills.

- **Dressing for Success**

  Using the clippings (and verbal description), show members appropriate and inappropriate dress for job interviews. Discuss the why's and why-not's.

  Suggest that members come to the next meeting dressed as they will dress for a job interview. Remind them that they can participate in mock interviews at that meeting.

MEETING 8: JOB INTERVIEW SKILLS II

Resources: A guest speaker, preferably a personnel officer with extensive interviewing experience. (Note: To model reality as much as possible, this should ideally be a stranger to the members, not the speaker from the previous meeting.)

- Conducting Mock Interviews

  The guest speaker functions as the interviewing employer. Get two or three volunteers from the group to role play job seekers in the mock interviews.

  Videotape the mock interviews for replay at the next meeting. The advantages of this approach are that (1) the tape can be stopped, rewound, and examined by the group in detail; and (2) the role-playing member can see him- or herself acting out the behaviors and responses.

  Again, invite members to get together with you (or with your guest speaker, if that person is available) individually between meetings for further practice of interviewing skills.

- Discussing Your Learning Disability with Employers

  Have your guest speaker talk about (1) good and bad ways for members to respond to interviewers' questions about their learning disabilities and (2) how to bring the topic up themselves, if (and when) appropriate.

MEETING 9: JOB INTERVIEW SKILLS III

Resources: Your guest speaker (one of the personnel officers who assisted with the last two meetings); the videotape of the mock interview from Meeting 8; an optional guest speaker with extensive knowledge of disabled persons' legal rights in the work world (e.g., from a local agency that helps persons with disabilities find employment).

- **Reviewing the Mock Interview**

  Replay the videotape of the mock interviews. Have the members comment on the behaviors and questions they view. Emphasize that comments should take the form of constructive criticism. Have your guest speaker participate in this session and offer advice. You and the guest speaker may also model certain behaviors or responses that would be more appropriate under given circumstances.

  Invite members for one last individualized "interview practice session" with you or other college staff members, or with the guest speaker if that person is willing to make time available at the college.

- **Understanding Your Legal Rights** (optional)

  Have a knowledgeable guest speaker address legal issues that pertain to the members' rights as persons with disabilities in the work world (e.g., questions about disabilities on job application forms and in interviews, antidiscrimination legislation, avenues of appeal and recourse, and so forth).

MEETING 10: JOB-KEEPING SKILLS

Resources: A list (handouts and transparencies) of critical job-keeping skills; a peer speaker who is a graduate with learning disabilities and is successfully employed (preferably a different peer speaker than the person who came to Meeting 3); posttests (printed or read aloud) for each member; an audiotape recorder and tape.

- Understanding How to Keep a Job Once You Get It

  Use the transparencies (and distribute the handouts) to help discuss the importance and kinds of job-keeping skills. Some of the members could role play problem situations that may occur on the job. Have the group offer constructive criticism and discuss alternative behaviors.

- Dealing with the Work World

  Have your peer speaker talk about his or her experiences as a successful employee. This should include how that person has dealt with (1) prejudice on the job because of learning disabilities, and (2) ways in which the person has coped with and/or compensated for the disability on the job.

- Administering the Posttest

  Administer the posttest [same instrument as the pretest] to the club members at this time. If members are absent, make an effort to contact them and set up a time for them to take the posttest individually.

  Ask members to comment on and discuss their feelings about the Job Club. Record these comments on tape, if the members give you permission. Otherwise, take notes by hand. These will help the study access the strong and weak points of the Job Club concept.

  Inform the members that you will be contacting them (probably by telephone) to do a brief follow-up of their job search progress in approximately 7-8 weeks. The purpose of the follow-up will be to complete the research study that promoted the Job Club at the college.

Note: A true Job Club does not end with the final formal meeting. In fact, it is ideally an ongoing activity, with some members leaving as they find jobs and new members coming in on no particular schedule. Please emphasize this fact to the members and encourage them to continue meeting together -- at the college, if you can make meeting space available -- as long as they feel they can benefit from the mutual support.

APPENDIX B

RESOURCE AND REFERRAL MATERIALS

I. Annotated Bibliography--Part I: Job Search Skills and Approaches

II. Annotated Bibliography--Part II: Working with Students with Learning Disabilities

III. Resource Organizations and Associations

IV. Articles of Utility and/or Interest (Bibliography)

Job Clubs for Postsecondary Students With Learning Disabilities

ANNOTATED BIBLIOGRAPHY -- PART I:

JOB SEARCH SKILLS AND APPROACHES

Akron-Summit County Placement Department. (n.d.) Guidelines for Conducting Pre-employment Clinics and Job Hunting Clinics. Akron-Summit County Placement Department, Akron, OH. 30 pp.

These guidelines for clinic implementation deal with the techniques and approaches that were used in a project to aid disadvantaged youth enter the labor market through particip ion in preemployment and job-hunting clinics.

Atkins, O.T., and Delaney, J. (1973) Getting a Job: Orientation to the World of Work. University of Kentucky, Vocational Education Curriculum Development Center, Lexington, KY. 92 pp. (ED 098 440)

A curriculum guide (1 of a series of 10 units) composing an orientation to the world of work for disadvantaged and handicapped students in the 9th and 10th grades. The guide is designed to provide basic and remedial instruction in personal development, math, and language skills while delivering information and skills basic or common to employment in all occupations. Topics include finding job openings, the job interview, and so forth. Lesson plans and suggested resources are included.

Azrin, Nathan. (1986) The Psychology of Job Hunting (audiocassette). Psychology Today Cassettes, Box 278, Pratt Station, Brooklyn, NY 11205. (No. 20207)

Audiocassette on job hunting by the person credited with inventing the job club concept.

Bakeman, M., et al. (1974) Job Seeking Skills Guide. Multi-Resource Centers, Inc., Minneapolis, MN.

A guide for adults with limited mental or reading abilities, whose purpose is "to effect a behavioral change on the part of the applicant, at least during job interviews." Also, (1971), a companion Job Seeking Skills Workbook for adult job seekers. Both publications include advice on how to fill out job applications, behave in interviews, assess assets, answer difficult questions about the applicant's background, and get along on the job.

Billhartz, Celeste. (1980) The Complete Book of Job Hunting, Finding, Changing. Rainbow Collection, P.O. Box 75, Akron, OH 44309. 160 pp.

Small format job search workbook for youth and adults. Includes sections on "straight talk about working," "the do's and don'ts of job hunting," "special problems" (including a short chapter for persons with physical disabilities, some of which may be pertinent for persons with learning disabilities), and a section "for family and friends of the unemployed."

Blackledge, W.L.; Blackledge, E.H.; and Keily, H.J. (1975) The Job You Want--How to Get It. South-Western Publishing Company, Cincinnati, OH. 92 pp.

A workbook intended primarily for secondary students, it discusses types of action that individuals should take in seeking employment: finding and using all available resources, making summers profitable, selling abilities on paper and in an interview, and the like. Part of the Career Information Series, the workbook is intended for both the inexperienced job seekers and experienced individuals desiring a review of job-seeking skills and approaches.

Bobbitt, F., and Booth, J. (1974) Job Readiness Workshop: A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Center for Rural Manpower and Public Affairs, The Michigan State University, East Lansing, MI. 33 pp.

Intended for use in a small workshop of unemployed or underemployed individuals, this manual presents ideas and strategies for teaching skills necessary for successful job seeking. Workshop objectives, suggested approaches, key questions, and participant activities are included. The eight units cover self-evaluation, job expectations, resumes, applications, interviews, and other relevant topics.

Bolles, Richard N. (1986) How to Choose and Change Careers (audiocassette). Psychology Today Cassettes, Box 278, Pratt Station, Brooklyn, NY 11205. (No. 20247)

An audiocassette overview of What Color is Your Parachute? (see description that follows).

Bolles, Richard N. (1986) The 1986 What Color Is Your Parachute? Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 397 pp.

One of the best resources for alternative job search strategies and world-of-work savvy. Includes an Apple computer program to be used with the book's "Quick Job Hunting Map." The book is also available on audiotape and can be borrowed from the National Library Service for the Blind & Physically Handicapped, Library of Congress, 1291 Taylor St. NW, Washington, DC 20542.

Bolles, Richard N. (1977) The Quick Job-Hunting Map. Ten Speed Press, P.O. Box 713, Berkeley, CA 94707. 23 pp.

A brief decision-making aid and workbook for job seekers assists in defining transferable skills and identifying alternative job search resources and strategies. Also available as part of The 1986 What Color Is Your Parachute (Bolles 1986).

Crystal, John. Making Connections: Getting the Job You Really Want (audiocassette). Network for Learning, Inc., and the John C. Crystal Center; distributed by Waldenbooks Bookstores.

Audiotape by the dean of alternative job search strategies.

Crystal, John. The Step-by-Step Career Planning Guide (audiocassette). Network for Learning, Inc., and the John C. Crystal Center; distributed by Waldenbooks Bookstores.

See previous description.

Dreese, Mitchell. (1977) How to Get THE Job. Science Research Associates, 250 East Erie St., Chicago, IL 60611. 54 pp.

Small format general guide for youth and adults for planning a job search campaign. Section on employment trends is now out of date.

Employment Training Corporation. (1975) The Job Game: Job Finders Workbook. Employment Training Corporation, New York, NY. 79 pp.

The workbook, designed for new or experienced workers or students from high school through college, is part of a set that also includes a Trainer's Guide and four tape cassettes with presentations on exploring skills and interests, resume writing, interviewing, developing job-seeking skills, and learning about the hidden job market and job sources. The workbook is gears to the cassette tapes and includes exercises on the same topics.

Figler, Howard E. (1979) The Complete Job Search Handbook: Presenting the Skills You Need to Get Any Job, and Have a Good Time Doing It. Holt, Rinehart and Winston, 383 Madison Avenue, New York, NY 10017.

Identifies 20 skills a job-hunter needs in order to conduct a job hunt successfully.

Folsom, G.S. (1971) Good Work Habits: A Prevocational Skill Training Program. Mafex Associates, Inc., Johnstown, PA. 148 pp.

A low-level reading student workbook whose idea throughout is "I Can Be a Winner." Concepts include "I can be on time," "I can finish my job," "I enjoy my work," "I can follow directions," and "I can do a good job." Stories, student exercises, discussion questions, suggestions activities, and student and teaching rating scales constitute each chapter.

Fraenkel, William A. (1980) How to Get a Job. A Handy Guide for Jobseekers. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 29 pp. (Stock No. 052-003-00087-3)

Very brief, simply worded overview of job search protocols and approaches, specially developed for persons with disabilities by the President's Committee on Employment of the Handicapped. Low reading level.

Goble, D.Y. (1975) How to Get a Job and Keep It. Steck-Vaughn Company, Austin, TX. 63 pp.

The six units of this guide are designed to give students practical advice in seeking and maintaining employment. Included are tips on selecting a job that suits the student's abilities and interests, using various job sources, applying for a job, and interviewing. Also includes a self-inventory exercise and a personal information form.

Guthrie, Jon, and Frazier, Gregory. (1984) While We're at It, Let's Get You a Job! National Council for Indian Business, 10134 University Park Station, Denver, CO 80210-0134. 54 pp.

Upbeat, simply worded job search guide for general audience. Personalized by extensive use of "you" and "we." However, poor layout and printing make it hard on the eyes.

Irish, R.K. (1973) Go Hire Yourself an Employer. Anchor Books, Garden City, NJ. 165 pp.

Intended primarily for individual use, this book is a self-teaching device that shows how to be the right person (ostensibly with the right qualifications at the right time and the right place) to obtain a job. It is the product of about 8,000 interviews with the unemployed, the author's own hiring experiences, and the success stories of a few people who know how to find a job.

Jacobson, T.J. (1973) Knowledge Needed to Obtain Work. San Diego County Board of Education, San Diego, CA. 80 pp.

This set of materials was prepared to aid teachers and counselors in assisting students in understanding the process and necessary steps for seeking and obtaining employment. The materials, which are combined in a loose-leaf notebook, use a fourfold approach: a visual approach using prepared overhead transparencies, a teacher/counselor guide with main points to emphasize on each transparency, a wallet reference guide for future use, and methods of stimulating discussion among students and teachers.

Job Rush (12 filmstrip/cassette programs). Publications Unit, Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 W. Johnson Street, Madison, WI 53706.

An audiovisual "library" of job searach information designed to show students life-long "self-placement" skills. The package includes special programs for youth, veterans, women, and older workers. Filmstrip/cassette programs include job prospecting, how to avoid application form frustration, the resume: a tool for a tool, etting up for the job interview, and others. An instructor's guide provides learning exercises, models, discussion questions, and a bibliography.

Kimbrell, G., and Vineyard, B.S. (1975) Succeeding in the World of Work (2d ed.). McKnight Publishing Company, Bloomington, IL. 326 pp.

The "body of common knowledge needed by workers regardless of the particulation occupations" is the subject of this hardbound book. The section Entering the World of Work focuses particularly on the skills and concepts all workers should understand in order to apply for and get a job. Other chapters focus on skills and knowledge needed to keep a job, advance in a job, and so forth.

Lashmet, H., and Walsmith, G. (1974) Applying for a Job. San Diego County Board of Education, Regional Career Information Center, San Diego, CA. 43 pp.

This student guide presents information on writing a letter of application, interviewing, interview follow-up, keeping your job, pay deductions, and the like. Examples and exercises are given, dealing with letters, application forms, tests, and withholding forms.

Lathrop, Richard. (1977) Who's Hiring Who? Ten Speed Press, Box 7123, Berkeley, CA 94707.

Excellent and still applicable resource on how and where to look for job opportunities.

Learning Resources Center. (1973) You're Hired! Getting the Right Job for You. Learning Resources Center, Instructional Materials Services, Division of Extension, The University of Texas at Austin, Austin, TX. 138 pp.

A teacher's manual designed for instruction of job preparation programs. It provides guidelines and suggestions for the organization and planning of course content, teaching methods, and learning activities.

Marketing Your Disability (two-part videotape series). McBurney Resource Center for Persons with Disabilities, University of Wisconsin-Madison, 905 University Avenue, Madison, WI 53715.

These videotapes are designed to assist potential job applicants in preparing for job interviews. They were developed as instructional tools for school placement and student services offices for disabled students, as well as other concerned organizations. Tape 1, "Do's and Don'ts of Job Interviewing," consists of a what-to-do segment and a what-not-to-do segment. A job applicant who is a paraplegic is seen in both positive and negative interviews. Tape 2, "Answering Those Disability-Related Questions," depicts three job applicants with various disabilities who demonstrate positive ways of marketing themselves to the interviewer, while at the same time responding to difficult disability-related questions.

McKee, William L., and Froeschle, Richard C. (1985) Where the Jobs Are: Identification and Analysis of Local Employment Opportunities. W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007. 175 pp.

A handbook for the nontechnical professional that provides an understanding of the structure and dynamics of the local labor market. It identifies where to find private sector job opportunities within the local community setting and shows how to analyze labor market information. May be helpful in assisting with identification of new opportunities for job development and/or placement for job club members with learning disabilities.

Paulter, A.J. (1979) Job Finding Guide. Delmar Publishers, 50 Wolf Road, Albany, NY 12205. 81 pp.

Good, general, step-by-step workbook for adults with basic employment skills, specially prepared to aid in transition from postsecondary vocational education to work.

Psychological Corporation, The. (1975) Adkins Life Skills Program--Employability Skills Series. Columbia Uiversity, New York, NY.

The 10 units of the Employability Skills Series are designed as a structured curriculum for adults and adolescents concerned with choosing, finding, getting, and keeping jobs. A 14-page booklet describes in detail the objectives, rationale, and content of each of the units and their sequence.

Ratcliff, J.L. (1974) Job Development: What It Is and How to Do It. Washington STate Board for Community College Education, Seattle, WA.

Prepared as a report of the National Dissemination Project for Postsecondary Education to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this paper focuses on the concept of job development. Emphasis is placed o planning, designing, and implementing a job development program within the community college setting.

Ray, M.D., and Hartz, J. (1976) Employability Skills Program: A Job Placement Education Program. Wisconsin Vocational Studies Center, Madison, WI.

The Employability Skills Programs are individualized learning approaches for students aged 16-28. They cover topics on job planning, job acquisition, and job satisfaction and success. The two versions (secondary and postsecondary) include cassette tapes and filmstrips for each module, an instructor's guide, a script, exercises, and outlines for job letters, resumes, job interest inventories, and other forms. The script is based on a school setting in which six job-seeking students talk with their instructor/counselor about how to get and hold a job. Postsecondary version has 15 modules.

Richter, D.J. (1973) Occupational Essentials: Skills and Attitudes for Employment (3d ed.). H.C. Johnson Press, Inc. Vocational Education Division, Rockford, IL. 198 pp.

A guide to help students attain the skills and attitudes necessary in finding and keeping jobs. All aspects of job skills are discussed at length, from "Who am I--what are my real interests and talents?" to "Leaving one's job--not simply a matter of 'quitting.'" Discussion questions, quizzes, vocabulary exercises, and sample forms are included.

Roskos, F.C. (1975) Preparing for the World of Work. F.R. Publications, Merrill, WI. 138 pp.

A student workbook designed to introduce the vocabulary and information needed for locating employers, writing letters of application, and interviewing. Reasons for job openings and employee termination are also listed. A background is given on job details, union membership, and similar aspects of the working world, as well as job responsibilities such as learning the job quickly, being safety conscious, being able to accept criticism, and being courteous. Written in a simplified style, but not necessarily for low-literate students.

Shaw, E.A. (1973) "Behavioral modification and the interview." Journal of College Placement, volume 34, pp. 53-57.

In this article for counselors and placement officers, the author examines the common practice of "coaching" students for job interviews. The article suggests that interview training tends to lead to misrepresentation of the student's personal makeup, and recommends instead the use of techniques designed to teach students how to relax and project their true personalities.

Singer Education Division. (1973) Job Survival Skills Program: Participant's Workbook. Singer Education Division, Rochester, NY. 61 pp.

A program workbook designed to be used with other materials and activities of the Job Survival Skills Program, it presents 15 units on such subjects as Communication, You and Your Supervisor, and so forth. Includes readings, exercises, and worksheets.

Sperling-Connolly, Sharon. (1982) The Ups and Downs of the Job Search. American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201.

A board game to help students grasp what a job search involves. Prepared for 13-18 year-olds, but may be adaptable to adults with learning disabilities.

Stanat, K.W., and Reardon, P. (1977) Job Hunting Secrets and Tactics. Follett Publishing Company, Chicago, IL. 220 pp.

Written by the placement director of the University of Wisconsin-Milwaukee, this paperback focuses on job hunting tips and tactics for adults. It includes information on college placement centers and employment agencies, qualifications, resumes, interviewing, and "selling yourself."

Storms, Charles A. (n.d.) Survival in the World of Work (Instructor's Handbook). Ohio Distributive Education Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210. 64 pp. of transparencies, 28 pp.

Contains a narrative (script) for a World of Work Clinic, concentrating mainly on job search skills and protocols. Includes 64 originals from which to make transparencies. Many of these could be useful for a job club.

Training the Handicapped for Productive Employment. (1981) Aspen Systems Corporation, 1600 Research Boulevard, Rockville, MD 20850.

This book provides excellent background information on assessment, job development and preparing employers, modifying workstations, finding or devising aids and devices, and task analysis. Includes task analysis forms.

Wallach, Ellen J., and Arnold, Peter. (1984) The Job Searach Companion: The Organizer for Job Seekers. Harvard Common Press, 535 Albany Street, Boston, MA 02118.

A paperbound book with very useful forms for keeping track of a job search. Intended as a supplement to other job-hunting books.

Job Clubs for Postsecondary Students With Learning Disabilities

ANNOTATED BIBLIOGRAPHY -- PART II:

WORKING WITH STUDENTS WITH LEARNING DISABILITIES

Academic Therapy (quarterly journal). Available from Academic Therapy Publications, Inc., 20 Commercial Boulevard, Navato, CA 94947.

A quarterly interdisciplinary journal directed to teachers, parents, therapists, and specialists in all fields working with learning disabilities.

Adelman, H.S., and Taylor, L. (1986) An Introduction to Learning Disabilities. Scott, Foresman, and Company, Glenview, IL. 354 pp.

Excellent and up-to-date general text on learning disability issues and instructional and program approaches.

Alley, Gordon, and Deshler, Donald. (1979) Teaching the Learning Disabled Adolescent: Strategies and Methods. Love Publishing Company, Denver, CO. 360 pp.

Mentioned here only because of a very good chapter on teaching writing skills, which may be helpful when assisting job club members with learning disabilities to prepare resumes, cover letter, and other written materials for a job search.

Buehler, C.J. (ed.) (1981) Directory of Learning Resources for Learning Disabilities. Bureau of Business Practice, Inc., Waterford, CT. 625 pp.

Extensive resource for everything dealing with learning disabilities, including information centers, programs, national and state organizations and associations, and so forth. If you can find a recent edition, could be very useful.

"Directory of College LD Services." (November 1982) Journal of Learning Disabilities, volume 15, no. 9, pp. 529-534.

Duane, D.D., and Leong, C.K. (eds.) (1985) Understanding Learning Disabilities: International and Multidisciplinary Views. Plenum Press, New York, NY. 272 pp.

Part IV of this anthology of papers deals specifically with helping college students and adults with learning disabilities. Particularly useful insights are in chapter 16, "Learning Disabled College Students: Identification, Assessment, and Outcomes."

Gearheart, B.R. (1985) Learning Disabilities: Educational Strategies (4th ed.). Times Mirror/Mosby College Publishing, St. Louis, MO. 400 pp.

One of the best and most up-to-date general texts on teaching students with learning disabilities. However, strategies aim mainly at secondary-level students.

Journal of Learning Disabilities (monthly journal). Available from Professional Press, Inc., 101 E. Ontario Street, Chicago, IL 60611.

A monthly multidisciplinary journal focusing on all aspects of persons with learning disabilities (primarily children).

Lane, Alaine. (1984) Microcomputers and Learning Disabilities. Special Learning Corporation, Guilford, CT. 179 pp.

A selection of papers and articles from various journals, this collection offers insights into ways that the use of personal computers can assist in the instruction of students with learning disabilities. Of special interest to job club coordinators are "Microcomputers in a Postsecondary Curriculum" (Moyles and Newell 1982) and "A Dyslexic Can Compose on a Computer" (Arms 1984).

Learning Disabilities: Coping in College (videotape). Handicapped Student Services, Wright State University, Dayton, Ohio 45435, (413) 873-2140.

This 15-minute videotape presents vignettes of four students with learning disabilities who are successfully pursuing their specific learning differences and the strategies they use to compensate. The tape does mention services available at Wright State, but that is not the primary message; the content can be applied to LD students in a variety of postsecondary settings. A discussion guide is included with the videotape.

Learning Disabilities Quarterly (journal). Available from The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

A journal of the Division for Children with Learning Disabilities of the Council for Exceptional Children.

National Association of College Admissions Counselors. (1983) Guide to Programs for Learning Disabled Students. NACAC, 9933 Lawler Avenue, Suite 500, Skokie, IL 60077.

Sedita, Joan. "Section 504: Help for the Learning Disabled College Student." Available from Joan Sedita, Landmark School, Prides Crossing, MA 01965.

Siegel, Ernest, and Gold, Ruth F. (1982) Educating the Learning Disabled. Macmillan Publishing Company, New York, NY. 384 pp.

A good reference for instructors and other professionals who work with students with learning disabilities. It offers general teaching principles, as well as chapters on specific strategies for teaching in academic, vocational, and career-related areas.

Smith, Corinne R. (1983) Learning Disabilities: The Interaction of Learner, Task, and Setting. Little, Brown, and Company, Boston, MA. 594 pp.

A chapter on the adult with learning disabilities--including discussion of persistent learning difficulties, vocational and emotional-social concerns, and vocational options--are of particular interest.

Smith, Deborah D. (1981) Teaching the Learning Disabled. Prentice-Hall, Inc., Englewood Cliffs, NJ. 355 pp.

Developed primarily for classroom use with children and youth with learning disabilities, the book deals with both general and specific pedagogical approaches. Chapters examine issues and approaches for dealing with social behavior, oral language, reading, written communications, and math. A chapter on life-centered career education has some general information that may be useful to a job club coordinator.

JOB CLUBS FOR POSTSECONDARY STUDENTS WITH LEARNING DISABILITIES

RESOURCE ORGANIZATIONS AND ASSOCIATIONS

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

ACLD Inc. (formerly the Association for Children with Learning Disabilities)
4156 Library Rd.
Pittsburgh, PA 15234
(412) 341-1515
(412) 341-8077

A nonprofit organization whose purpose is to advance the education and general welfare of children and adults of normal or potentially normal intelligence who have learning disabilities. Publishes ACLD Newsbriefs (newsletter) six times a year.

Advocates for the Handicapped
2200 Merchandise Mart
Chicago, IL 60654
(312) 882-0435

American Coalition of Citizens with Disabilities
1200 15th St., N.W.
Suite 20
Washington, D.C. 20005
(202) 785-4268

American Federation of Labor and Congress of Industrial Organizations (AFL/CIO)
815 16th St., N.W.
Washington, D.C. 20006

The AFL/CIO operates a Human Resources Development Institute, a project that helps find jobs for persons with disabilities. The AFL/CIO also plays an important role in developing employer acceptance of working with persons with disabilities. Your local AFL/CIO office may have resources or contacts to help your job club.

American Library Association
50 E. Huron
Chicago, IL 60611
(314) 944-6780

A professional organization for librarians, library administrators, and others involved in library services. Divisions offer service to students with a wide range of handicaps, including those with learning disabilities.

American Personnel and Guidance Association, Inc.
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Publishes the Journal of Employment Counseling.

American Speech, Language, and Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

Publishes the Journal of Speech & Hearing Disorders.

Association of Learning Disabled Adults (ALDA)
P.O. Box 9722
Friendship Station
Washington, D.C. 20016

Self-help group; provides assistance to those who wish to start self-help groups.

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

Professional association of persons involved in providing services for students with disabilities in postsecondary institutions. Offers workshops, publications, and other services of interest.

Council for Exceptional Children Information Service
1920 Association Dr.
Reston, VA 22091
(800) 336-3728 (outside Virginia)
(703) 620-3660 (in Virginia)

Works to advance the education and rights of exceptional children (and, recently, young adults) through information dissemination, legislation, and group action. Publishes Exceptional Children (eight times a year), Teaching Exceptional Children (quarterly), and Exceptional Child Education Resources (quarterly). Also operates the ERIC Clearinghouse on Handicapped and Gifted Children.

ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
(800) 848-4815
(614) 486-3655 (in Ohio and outside the continental U.S.)

Collects, analyzes, and disseminates educational information in its focal area, including a number of publications relevant to adult learning disabilities (e.g., The Adult Learning Disabled Employee: The Organization's Hidden Human Resource.

ERIC Clearinghouse on Handicapped and Gifted Children
(See Council for Exceptional Children)

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870

Collects, analyzes, and disseminates educational information on the language arts and related disciplines, including communication and language disorders.

Foundation for Children with Learning Disabilities
99 Park Ave.
New York, NY 10016
(212) 687-7211

Primarily a funding organization for innovative programs in the LD area that have a limited or no access to support from alternative means of funding. A possible resource for funding future job clubs and related projects.

HEATH Resource Center
One Dupont Cir.
Ste. 670
Washington, D.C. 20036-1193
(800) 544-3284
(202) 939-9320

HEATH (Higher Education And The Handicapped) operates the National Clearinghouse on Postsecondary Education for Handicapped Individuals, an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, and so forth. Publishes numerous books, pamphlets, directories, and newsletter (Information from HEATH, three times a year, most of which are free. Learning disability is one of a number of special interest areas.

HELDS Educational Opportunities Program
Central Washington University
Ellensburg, WA 98926

Publishes booklets written by university faculty containing teaching techniques to use with college students with learning disabilities.

Human Resources Center
(See National Center on Employment of the Handicapped at Human Resources Center

Institute for Research in Learning Disabilities
University of Kansas
313 Carruth-O'Leary Hall
Lawrence, KS 66045
(913) 864-4780

JIST Works, Inc.
150 E. 14th St.
Indianapolis, IN 46202
(800) 648-JIST
(317) 737-6643 (in Indiana)

Commercial vendor of numerous relevant job search books, pamphlets, tip sheets (e.g., "The Simple Chronological Resume"), software, filmstrips, videocassettes, etc.

LAUNCH, Inc.
The Coalition of Learning Disabled Adults
P.O. Box 4709
Austin, TX 78765

Mainstream, Inc.
1200 5th St., N.W.
Washington, D.C. 20005
(202) 424-8089

This nonprofit organization assists educational institutions (and others) that are required to comply with affirmative action and reasonable accommodation provisions. Among its other services, it offers a telephone hotline service, sponsors conferences, operates a job referral service for persons with disabilities, and issues a quarterly newsletter. It helps organizations identify the qualifications needed for a job and then assists applicants who have those qualifications, particularly those who have disabilities.

National Association of State
Directors of Special Education, Inc.
1201 16th St., N.W.
Ste. 610E
Washington, D.C. 20036
(202) 833-4193

Provides inservice training for state special education personnel, and keeps track of research, federal legislation, and regulations relating to special education.

National Center on Employment of the Handicapped at Human Resources Center
I.U. Willets Rd.
Albertson, NY 11507
(516) 747-5400

Publishes numerous books and pamphlets of value to persons with disabilities (including LD), some of which deal with job search and the world of work.

National Center for Law and the Handicapped, Inc.
1235 N. Eddy St.
South Bend, IN 46617

This nonprofit organization provides consultation and assistance to individuals and organizations seeking to establish the legal rights of the handicapped. Letters of inquiry are answered free of charge, furnishing information or referring the requestor to a source of assistance. Publishes Amicus, a bimonthly publication containing current information about the legal rights of the handicapped.

National Easter Seal Association
2023 W. Ogden Ave.
Chicago, IL 60612
(312) 243-8400

Operates a wide variety of programs to assist persons with handicaps and learning disabilities, including diagnostic clinics, sheltered workshops, rehabilitation and treatment centers, camping and recreation, preschool programs, and public education. Publishes Rehabilitation Literature (six times a year).

National Library Service for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542
(202) 882-5500

Loans audiotapes, including many taped books on job seeking (e.g., What Color Is Your Parachute). Publishes Update, Talking Book Topics.

National Network of Learning Disabled Adults (NNLDA)
808 N. 82d St.
Ste. F2
Scottsdale, AZ 85257
(602) 941-5112

National Rehabilitation Association
1522 K St., N.W.
Washington, D.C. 20005

Established to increase the opportunities for persons with disabilities to become self-sufficient, self-supporting, and contributing members of the community. Publishes the Journal of Rehabilitation (bimonthly).

National Rehabilitation Information Center (NARIC)
4407 8th St., N.E.
Washington, D.C. 20017
(202) 635-5826

NARIC, which is funded by the National Institute of Handicapped Research, offers resources and services designed to fill specific gaps in the information needs of the disability field. NARIC produces ABLEDATA, a database listing over 14,000 commercially available products in the following categories: daily living and recreation, mobility and transportation, therapy aids, communication, orthotics and prosthetics, and vocational and technical education. NARIC also produces REHABDATA, a listing of over 15,000 rdisability-related research reports, journal articles, and commercially available publications.

The Orton Dyslexia Society
8415 Bellona Ln.
Towson, MD 21204
(301) 296-0232

Educational and scientific association concerned with the diagnosis and treatment of specific language disability or developmental dyslexia. Publishes Perspectives on Dyslexia (newsletter) and Bulletin of the Orton Society (annual journal).

Partners in Publishing
P.O. Box 50347
Tulsa, OK 74150
(918) 584-5906

Publishes PIP College "Helps" Newsletter and A National Directory of Four-Year Colleges, Two-Year Colleges, and Post High School Training Programs for Young People with Learning Disabilities (5th ed., 1984).

People to People Committee for the Handicapped
1522 K St., N.W.
Ste. 1130
Washington, D.C. 20005
(202) 638-2487

President's Committee on Employment of the Handicapped
1120 20th St., N.W.
Washington, D.C. 20210

Promotes full employment opportunities for the disabled by conducting national education and information programs. Publishes relevant publications, such as The College Student with a Disability--A Faculty Handbook, as well as Disabled USA.

Recording for the Blind
215 E. 58th St.
New York, NY 10022
(212) 751-0860

Supplies taped educational books (including some on job seeking) in open reel and cassette form for persons with blindness, visual impairments, or physical or perceptual handicaps that prevent the person from reading normal printed material.

Scholastic Aptitude Tests
ATP: Services for Handicapped Students
Box 2891
Princeton, NY 08541
(609) 734-3867

Transition Effectiveness Institute at Illinois
College of Education
University of Illinois
110 Education Building
1310 S. 6th St.
Champaign, IL 61820
(217) 333-2325

Funded through the U.S. Office of Special Education Programs, the institute conducts research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs. Publishes numerous research reports on the field of transition from school to work for persons with disabilities.

Untapped Resources, Inc.
60 1st Ave.
New York, NY 10009
(212) 532-4422

U.S. Equal Employment Opportunity Commission
Washington, D.C. 20506

ARTICLES OF UTILITY AND/OR INTEREST

I. General Literature on Learning Disabilities and College Students/Adults with LD

II. LD Persons and the Work World

III. Information Relevant to Job Seeking

IV. Instructional Adaptation for LD Students

V. Related College Services

ARTICLES

I. General Literature on Learning Disabilities and College Students/Adults with LD

A. "Adult Learning Disabilities." ERIC Overview Fact Sheet No. 9. Columbus: Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University.

B. "Learning Disabled Students." In The College Student with a Disability: A Faculty Handbook, prepared by the President's Committee on Employment of the Handicapped. Washington, DC: U.S. Government Printing Office, 1982.

C. "Types of Learning Disabilities." In Dale Brown, Steps to Independence for People with Learning Disabilities. Washington, DC: Goodwill Industries of America, 1985.

D. "Glossary of Specialized Terms." In Dictionary of Learning Resources for Learning Disabilities, 1981-82, edited by C. J. Buehler. Waterford, CT: Bureau of Business Practice, Inc., 1981.

E. Kroll, Laura G. "LD's--What Happens When They Are No Longer Children?" Academic Therapy 20, no. 2 (November 1984).

F. "Coping with Specific Disabilities." In Dale Brown, Steps to Independence for People with Learning Disabilities. Washington, DC: Goodwill Industries of America, 1985.

ARTICLES

II. LD Persons and the Work World

A. Brown, Dale. Supervising Adults with Learning Disabilities. Washington, DC: President's Committee on Employment of the Handicapped, 1985.

B. Macomber, Janet A. The Adult Learning Disabled Employee: The Organization's Hidden Human Resource. ERIC Reproduction Service No. ED 253 770.

C. Kokasha, Charles J., and Skolnik, Jill. "Employment Suggestions from LD Adults." Academic Therapy 21, no. 5 (May 1986).

D. Tindall, Lloyd W. "Seven Steps to Employment for Learning Disabled Students." In Early Adolescence to Early Adulthood. Vol. 5 of The Best of ACLD, edited by W. L. Cruickshank and J. M. Kliebhan. Syracuse, NY: Syracuse University Press, 1984.

E. Humes, Charles W. "From Learner to Earner." Academic Therapy 21, no. 4 (March 1986).

F. "The World of Work." In Dale Brown, Steps to Independence for People with Learning Disabilities. Washington, DC: Goodwill Industries of America, 1985.

G. Tindall, Lloyd W. "Vocational Education and Employment for Learning Disabled Students." Presentation at the American Vocational Association Convention, St. Louis, December 4, 1982.

H. "Career Maturity and Work Adjustment of Learning Disabled Adolescents and Young Adults." In E. F. Biller, Understanding and Guiding the Career Development of Adolescents and Young Adults with Learning Disabilities. Springfield, IL: Charles C. Thomas, Publisher, 1985.

I. "Barriers for Employment for the Disabled." In D. C. Gardner and S. A. Warner, Careers and Disabilities: A Career Education Approach. Stanford, CT: Greylock Publishers, 1978.

ARTICLES

III. Information Relevant to Job Seeking

A. "Jobs of the Future." ERIC Overview Digest No. 46. Columbus: Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University.

B. McGee, David W. "Sharpen Students' Job Seeking Skills with Employment Applications and Role Played Interviews." Teaching Exceptional Children 13, no. 4 (Summer 1981).

C. "How to Keep a Job." In Martin L. Stamm (ed.), Job Preparation, Selection, Performance, Retention: A Guidebook for Middle and High School Students with Special Needs. Los Angeles: Central City Community Mental Health Center, 1980.

D. "Well, You Want to See Them, But Do They Want to See You?" In Richard N. Bolles, The 1986 What Color Is Your Parachute? Berkeley, CA: Ten Speed Press, 1986.

ARTICLES

IV. Instructional Adaptation for LD Students

A. "Learning Disabilities." In Lloyd C. Tindall, Puzzled about Educating Special Needs Students: A Handbook on Modifying Curricula for Handicapped Students. Madison: Vocational Studies Center, University of Wisconsin-Madison, 1980.

B. "Implications for Work." In Sandy Seitz and Jan Scheerer, Learning Disabilities: Introduction and Strategies for College Teaching. 1983. ERIC Reproduction Service No. ED 235 864.

C. "Adapting Instructional Materials and Techniques to Learning Disabled Students." In C. J. Buehler (ed.), Directory of Learning Resources for Learning Disabilities, 1981-82. Waterford, CT: Bureau of Business Practice, Inc., 1981.

D. Matuskey, P. V., and Losiewics, J. M. Columbo in the Classroom: An LD Experience in the Community College Setting (various excerpts on referrals within the community college setting). Paper presented at the Annual Convention of the Florida Association of Community Colleges, St. Petersburg, November 11-14, 1981.

E. Love, Linda J. Learning Together: A Handbook for Teaching Adults with Learning Disabilities. Nanaimo, British Columbia: Malaspina College, 1985. ERIC Reproduction Service No. ED 263 328.

ARTICLES

V. Related College Services

A. Learning Disabled Adults in Postsecondary Education. Washington, DC: HEATH Resource Center, 1985.

B. Strategies for Advising Disabled Students for Postsecondary Education. Washington, DC: HEATH Resource Center, 1983.

C. Rosenthal, Irwin. "A Career Development Program for Learning Disabled College Students." Journal of Counseling and Development 63, no. 5 (January 1985).

D. Brolin, D. E., and West, L. L. "Career Development: Services for Special Needs Learners in Postsecondary Education Programs." Journal of Vocational Special Needs Education 7 (Winter 1985).

E. Orzek, Ann M. "Special Needs of the Learning Disabled College Student: Implications for Interventions through Peer Support Groups." Personnel and Guidance Journal 62, no. 7 (March 1984).

F. Griffey, Quentin L., Jr. "Word Processing for LD College Students." Academic Therapy 22, no. 1 (September 1986).

G. Halpern, Noemi. "Artificial Intelligence and the Education of the Learning Disabled." Annual Review of Learning Disabilities (vol. 2). New York: Professional Press, 1984.

APPENDIX C

1987 JOB CLUB INSTRUMENTS

I. Your Job Club Knowledge Assessment (Pre/Posttest)

II. Job Club Member Demographics

III. Job Clubs/1987 Questions for Site Visits

IV. Job Club Case Studies Questions for Student Interview

V. Job Club Members Follow-Up Survey

VI. Job Club Questions for Monthly Site Updates

VII. Orientation Meeting Evaluation

YOUR JOB CLUB KNOWLEDGE ASSESSMENT

Name: _____

Age: _____

Date: _____

A. How much work experience (any type of work) do you have?

____ None
____ Less than 3 months
____ Between 3-6 months
____ Between 6 months - 1 year
____ Over 1 year (How long?) _____
____ Miscellaneous part-time work

B. Will you be ready to start a job in the summer of 1987?

____ Yes ____ No

C. Do you have a resume ready to give to employers?

____ Yes ____ No

D. Mark the answer to the following questions about looking for jobs and going to work (mark only the <u>one</u> <u>best</u> answer):

1. When you are a worker, employers will expect you to--
   ____ phone in if you are going to be absent from work.
   ____ know all about a job in the first few days.
   ____ change jobs every year or two to keep fresh.

2. Newspaper want ads will tell you--
   ____ everything you need to know about a job opening.
   ____ the name and address or P.O. Box of a company where you can apply for a certain job.
   ____ whether a job opening is perfect for you.

3. Your resume should contain--
   ____ references from all your college teachers.
   ____ the names and grades of all your college courses.
   ____ short summaries of your previous work experiences.

4. A cover letter is what you send to--

____ an employer, along with your resume.

____ your previous employers, asking them to give you recommendations.

____ an employer who has just given you a job interview.

5. When filling out a job application, you should--

____ answer all of the questions that apply to you.

____ write in that you have a learning disability, if the form doesn't ask you.

____ make up answers if you don't know them.

6. During a job interview, you should tell the employer about--

____ your personal life.

____ your skills and interests.

____ how long you want to keep the job, if you get it.

7. During a job interview, it is important to--

____ answer every question in great detail.

____ tell the interviewer everything you can about your learning disability.

____ show that you are capable and sincere.

8. A poor method of contacting employers is--

____ visiting employers personally.

____ mailing out your resume with a cover letter.

____ requesting employers to come visit you.

9. When applying for a job, you should tell the employer--

____ nothing about your learning disability.

____ everything about your learning disability.

____ as much about your disability as would affect the job.

10. When looking for job openings, you should--

____ rely mostly on the newspaper want ads.

____ tell everyone you know that you are looking for a job.

____ depend on the employment service in your community.

11. The best persons to ask for job references are--

____ your minister or rabbi.

____ your spouse or parents.

____ your former employers.

12. Once you know about a job opening, the best way to find out more about it is to--

____ call the Better Business Bureau.

____ ask your college advisor or counselor about it.

____ inquire at the company's personnel department.

13. Having a positive attitude about job hunting means--

____ saying anything it takes to get a job.

____ believing that you are better than anyone else.

____ believing that you will eventually find the job that's right for you.

14. To figure out the occupations that are best for you, you first need to--

____ ask your friends what jobs they think you could do.

____ talk to your parents or instructors.

____ identify your own skills and interests.

15. The most important part of planning a career is--

____ depending on good luck.

____ deciding what you want to accomplish with your talents and interests.

____ aiming to make a high salary.

College: _____

JOB CLUB
MEMBER DEMOGRAPHICS

1. Member's age: _____

2. Member's gender: ☐ Female ☐ Male

3. Member's college major:

_____

4. Is the member a minority member? ☐ Yes ☐ No

5. Member's specific learning disability:

_____

6. Does the member have previous work experience?

☐ Yes ☐ No

7. If Yes, how long did the member work?

_____

8. Does the member have any dependents?

☐ Yes ☐ No

9. What are the member's future work/career plans?

_____

_____

_____

College: _____ Interviewees: _____
Date: _____ _____
Interviewer: _____ _____

JOB CLUBS/1987

QUESTIONS FOR SITE VISITS

A. Does your job club focus specifically on helping members find **full-time, permanent jobs**, or does it include other kinds of work? Why or why not? If yes, what other kinds?

B. How did you **recruit** your job club members? Would you change your recruitment strategy the next time? If so, how?

C. Are you using an **advisory committee** for your job club? If yes, what groups do they represent, and how are they helping the job club? If no, do you think you might want to have an advisory committee for future job clubs, and what would you ask them to do for the club?

D. Who has the primary responsibility of coordinating and operating the job club? What kind of background does the coordinator have, especially in terms of working with students with learning disabilities? Is that kind of experience important in this role? Why or why not?

E. Besides the job club coordinator, what other college staff and/or departments (e.g., placement office) interact with the job club? What roles do they play?

F. Are you operating your job club as a course, as a service of your disabled student services department, or as a student activity (such as any other student club)?

G. How often does your job club meet, and how long is the average meeting? Has scheduling the job club meetings been a problem? If yes, what suggestions would you make to resolve scheduling problems, if you were going to have future job clubs?

H. Do you or any other college staff plan to make any special efforts to help the job club members find job openings, such as your making direct contact with potential employers?

I. What kinds of outside linkages have you made with organizations or agencies to help with job club activities, such as finding speakers, setting up job fairs or visits to companies, getting employers interested in hiring your job club members, and so forth?

J. Are there any kinds of extra services (e.g., use of college phones for making job queries, typing or word processing service or free photocopying for resumes, etc.) that you offer to the job club members?

K. Up until now, have you had any significant expenses (other than staff time) for the job club? If so, about how much have you spent on what? Where do you find the funds? Do you anticipate any significant future expenditures?

L. Does your job club have elected job club officers? Why or why not?

M. How would you judge the level of interactions among the job club members, so far? Is there the sense of it being a club--that is, a peer support group? Why or why not? Can you think of ways in which the peer interaction could be improved?

N. How has running a job club for students with learning disabilities been different than running something for students without disabilities? Have you needed to make any special accommodations? If yes, what have they been?

O. What kinds of adaptations have you made to the National Center's list of suggested job club activities that you were given at the orientation meeting in Columbus? Do you think the suggested activities are realistic, so far, for a job club for students with learning disabilities? What would you say are the list's strengths or weaknesses?

P. What do you feel are your job club's best features and practices, so far? Why?

Q. At this point in the meetings, are there elements of the job club that aren't working out as well as you'd hoped? If so, what are they?

R. If you could start over again from scratch, what would you change about the design of the job club or the way you've organized and operated it?

S. If you were going to run job clubs in the future for students with learning disabilities, would you restrict the job club to LD students? Would you also extend it to students with other kinds of disabilities? Or would you open it to all students together? Why or why not?

T. When is the best time in the students' college careers to recruit them for a job club--at any point, or only in the last quarter or semester before they graduate? Why?

U. If you were talking about the Job Club to a staff person from another college who was thinking of trying it out, what would be the good points you would mention? What would be the bad points you would warn them about? What kind of advice would you give them?

V. What published or inhouse materials (textbooks, workbooks, videos, assessment tests, computerized career systems, etc.) have you used or do you plan to use in the job club? [Try to get complete bibliography, if possible, or ask coordinator to mail bib to us later.]

Student Name: _____
Student Home Phone: _____
Date: _____
Interviewer: _____

JOB CLUB CASE STUDIES
QUESTIONS FOR STUDENT INTERVIEW

1. Tell me about your [learning] disability. How has it affected your school work? How has it affected your job, if you've worked?

2. How long have you been a student at the college? What is your major?

3. Why did you join the Job Club?

4. Have you ever had any kind of training before in how to get a job? If yes, what kind and where? If no, where did you learn what you knew about job hunting before you started the Job Club?

5. How much do you feel you knew about how to get a good job before you started coming to the Job Club?

6. Have you had paid jobs before? Doing what? For how long?

7. What kind of job are you looking for? Full-time or what?

8. Is the Job Club helping you learn more about good ways to get a job? How?

9. Did you have a resume before you started coming to Job Club? If yes, are you working on a new one? Is the Job Club helping you make it better? How?

10. Do the other Job Club members help you much with hunting a job or learning more about how to do it? How do they help or not help you?

11. Had you gone on job interviews before the Job Club? If yes, do you think you did well in them?

12. Do you feel the Job Club will help you do better in job interviews in the future? If yes, what kind of help do you think the Job Club should give you?

13. Do you help the other Job Club members with hunting jobs or with developing their job-seeking skills? If yes, how do you help them?

14. What's the best thing the Job Club has done for you, so far?

15. What problems have you run into--if any--in the Job Club?

16. What parts of the Job Club do you like the most, so far?

17. What parts of the Job Club do you like the least? Why?

18. Do you feel the Job Club coordinator is working well with you to help you get around your [learning] disability in the club? Are the materials the club uses useful to you?

19. How could the Job Club coordinator do a better job of helping you learn job-seeking skills?

20. Have you applied for any jobs yet since starting the Job Club? Have you had any interviews? How do you feel you did in them?

21. If you could change the way the Job Club is run, what would you make different [i.e., course/club/service]? Why?

22. Do you think the Job Club is a good idea for students with disabilities like yours? Why or why not?

23. Would you go to a Job Club if it was just a general Job Club for all students, rather than for students with disabilities like yours? Why or why not?

JOB CLUB MEMBERS FOLLOW-UP SURVEY

College: _____

Student name or code: _____

Administer survey (by phone or in person) 6-8 weeks after last Job Club meeting to all members who attended most of the meetings. All forms are due back to the National Center by August 1, 1987.

1. Have you gotten or worked at a job since the end of the Job Club? . . . . . ☐ Yes ☐ No

2. What kind of job are you looking for or have gotten?

☐ Full-time permanent?
☐ Part-time permanent?
☐ Summer job?
☐ Part-time temporary?
☐ Volunteer (unpaid)?
☐ Internship?
☐ Co-op job?
☐ Work/study?
☐ Other: _____

3. If you haven't gotten a job yet, are you still actively looking for one? . . . ☐ Yes ☐ No

4. If you are no longer actively looking for a job, why not?

_____

_____

[If the respondent does not have a job, skip to question 12. If the person does have a job now, continue with question 5.]

5. What is your job title (title of your position)?

_____

6. What is the name of your employer (company name)?

_____

7. When did (or will) you start your job (approximate date)?

_____

8. How much do (or will) you make in your job (hourly rate or annual income)?

_____ /hour -- or -- _____ /year

9. Does your job have benefits, such as--

☐ Paid medical benefits? ☐ Paid life insurance?

☐ Educational benefits? ☐ Other _____

10. Will your job allow you to get a future promotion (i.e., job ladder)? . . . ☐ Yes ☐ No

11. Is your job the kind of job you were looking for? . . . . . ☐ Yes ☐ No

---

12. Do you feel your Job Club experiences helped (or will help) your job search? . . ☐ Yes ☐ No

13. Which of the following do you feel you got out of your participation in the Job Club:

☐ More self-confidence?

☐ Better phone skills?

☐ Better interview skills?

☐ A good resume?

☐ More skill in finding job openings?

☐ More appropriate personal appearance?

☐ Better ability to fill out job applications?

☐ More realistic job or career plans?

☐ A clearer idea of the world of work?

☐ More ability to keep a job once you have one?

☐ Knowledge of when and how to talk about your learning disability?

☐ A better idea of your rights as a job seeker or worker?

☐ Other: _____

14. Are there any job search skills or knowledge about the work-world that the Job Club did not give you? . . . . . ☐ Yes ☐ No

If yes, what are they?

_____

_____

15. Do you feel that the college should offer Job Club as a regular service or course? . . . . . ☐ Yes ☐ No

16. Would you recommend Job Club for other persons with learning disabilities? . . . ☐ Yes ☐ No

17. If yes, would it be better for the Job Club to have a mix of students, or just students who have learning disabilities?

☐ Mixed student group ☐ LD students only

18. Overall, what are your feelings about the Job Club?

_____

_____

_____

_____

College: _____ Date: _____
For month of: _____ Phone #: _____
Contact person: _____

JOB CLUBS QUESTIONS FOR MONTHLY SITE UPDATES

A National Center staff member will telephone your Job Club coordinator around the end of each month of the project. The following questions are the kinds of information we will need about the progress of your Job Club:

1. What Job Club activities have been completed in the past month?

2. In the past month, how many students were active in the Job Club?

3. What kinds of special instructional aids or approaches have you used in the past month to accommodate the learning disabilities of the Job Club members?

4. What resources (e.g., speakers, instructional materials, etc.) did you use for last month's Job Club activities?

5. How many (if any) Job Club members have gotten jobs this month?

6. In the past month, what kinds of problems, if any, have you run into with the Job Club? How have you resolved them? If any remain unresolved, how might the National Center help?

7. What activities and accommodations do you plan for next month's Job Club meetings?

8. Additional comments from the Job Club coordinator?

JOB CLUBS FOR POSTSECONDARY
STUDENTS WITH LEARNING DISABILITIES

ORIENTATION MEETING EVALUATION

Please take a few minutes to help us evaluate the effectiveness of this project activity by responding to the following questions on a scale of **1 = poor, 5 = excellent.**

	Poor				Exc't
1. To what extent did this workshop help you understand the job club concept? . .	1	2	3	4	5
2. To what extent did the workshop clarify the application of the job club concept for college students with learning disabilities?	1	2	3	4	5
3. To what extent did the workshop reinforce your understanding of the purpose of the project?	1	2	3	4	5
4. To what extent did the workshop help you understand your role as a coordinator of a project test site?	1	2	3	4	5
5. To what extent were the resources provided at the workshop appropriate or useful?	1	2	3	4	5

Please add any other comments or suggestions you have about the content or delivery of the orientation workshop:

_____

_____

_____

_____

APPENDIX D

LIST OF JOB CLUB ORIENTATION WORKSHOP PARTICIPANTS

LIST OF ORIENTATION PARTICIPANTS

JOB CLUBS FOR COLLEGE STUDENTS
WITH LEARNING DISABILITIES, 1987

January 28, 1987

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APPENDIX E

CASE STUDY REPORTS FROM EACH SITE

CASE STUDY REPORTS FROM EACH SITE

Columbus State Community College (CSCC)

The participant, AA, was interviewed following the last meeting of CSCC's job club and volunteered to give the interview. She is 43. She said that her learning disability gives her problems in retaining information and she requires repetition to learn. At a previous job (switchboard operator and receptionist), her training took an excessive amount of time and "people were mean and impatient." Once she learned the job, however, she performed it well and stayed in the position for 7 years. At another job, she was a cashier and learned very quickly, with no apparent problems from her learning disability. She also spent 2 years as a waitress without major problems.

An articulate person, AA has been a student at CSCC for 2 years. Her major was word processing, but she plans to seek further training in general office work and data entry at an outside agency. She does not plan to seek a job until she has completed this additional training (another 6 months), but she joined the job club "to get a jump on it." She had no previous training in job search skills and said, "I couldn't sell myself at all."

AA expects that her job club experiences will be helpful to her when she is ready to look for a job. She had a resume before the job club, but feels her new one is better, more up to date, and more complete. She said that the job club participants did not interact very much or offer much support to each other, and class participation was low. The best thing the job club did for her was to give her literature and audiotapes (accommodation for her learning disability) and to help her understand the job-seeking process.

The part of job club that AA liked the most was the peer speaker, a graduate of CSCC who returned to talk about his success as an employee despite his learning disability. AA found this talk inspirational. The activity she liked the least was filling out job applications; she had had previous experience doing this. She also regretted that CSCC's job club had to end before the coordinator was able to cover job interviewing activities.

AA found the handouts very useful. She also appreciated the audiotapes the coordinator prepared for her and the one-on-one help he gave her with her resume. She felt she might have gotten more out of the job club experiences if (1) they had included job interviewing information and practice, (2) more time had been taken to go over the information on the handouts, and (2) there had been more opportunity for the group members to get to know each other and participate more actively in the meetings.

AA felt that it may be good to offer future job clubs as a credit course because it would allow more time and offer more materials. On the other hand, she was glad that the job club was free; if it were a course, she would have to pay for it, in which case she might not elect to take it.

According to AA, the job club is a good idea for students with learning disabilities because the coordinator makes individual accommodations. AA also reported feeling less self-conscious in the group because most of the members had learning disabilities too. She said she would join a job club, though, if it was offered for all students, as she goes to other workshops that are for a general student population. In fact, the job club was the first college activity in which she participated that was specifically for students with learning disabilities.

Cuesta College

The interviewee at Cuesta, BB, is 28 years old and married, no children. She has been working for 12 years, most of it as a teller, but also intermittently as a boxgirl, clerk, cashier, and cleaning service person (self-employed). She is currently working part-time as a receptionist/clerk.

BB first noticed her learning disability in junior high school, when she realized she did not "pick up things" as well as her peers. She received no assistance for her learning disability, however, and found herself constantly frustrated. She has never had her specific learning disability diagnosed (her job club coordinator categorized her as higher-functioning, however). Although she reported that she has very low self-esteem, the coordinator felt that she is very motivated toward success and works very hard at everything she does.

After 2 years at Cuesta, BB still does not have a major. She does not like the job she has currently, and hopes eventually to find a full-time county or state job. She is not sure what kind of job she will look for, however. BB said she'd joined the job club in the hope of getting help to focus in on a career path and to ready herself for a future job search.

BB had had "a little" job search training in high school, but it was not very helpful. She had learned the basics "by doing them," but wanted more sophisticated knowledge and approaches. She felt that the job club activities had mostly reaffirmed what she already knew, but found the interview practice very helpful. She had been successful in previous job interviews, but felt that the exercises helped her develop better answers and gave her a better idea of how to handle certain questions. She was also especially pleased to have prepared a resume because she had never had one before. She was also pleased with the handouts and wished there had been more.

BB's job club group consisted of herself, another student (male), and the two job club coordinators, so BB naturally reported a high level of group support. Specifically, she said that the group members "show each other good and bad behaviors, and since I have more experience, I can give him advice." She felt that having such a small group had both good and bad points, however, in that the small group offered her more individual attention, but a larger group "would give me more input."

According to BB, the job club coordinators were very helpful. If she didn't understand something, they rephrased it or gave examples. She liked the casual mood they promoted in the meetings.

Although BB appreciated the club's informality, she felt that a future job club offered for credit would be very attractive. She said she would recommend that future job clubs/courses continue to be offered specifically to students with learning disabilities: "A mixed disabled group would give me awareness of their needs, but I might not get as much for my own needs." She did amend that that might depend on the ratio of instructors to students, however. As for attending a job club open to all students, BB thought she "might feel a little intimidated because I might feel inferior and would drop out early or not go at all." She felt the accommodations made for her in the job club were very important to her success in it.

William Rainey Harper Community College

The Harper interviewee, CC, is a 19-year-old male who was in his last semester of his first year at the college. His major is Fire Science Technology, and his specific job goal was to find full-time employment as a firefighter. (Shortly after the conclusion of the job club, he obtained a firefighter position on an on-call basis.)

CC's learning disability, which affects his reading comprehension and writing, was diagnosed in high school. He made extensive use of an LD resource room at his high school, but reports that he has not needed much help with his course work at Harper. CC has had a number of previous part-time jobs as a short-order cook and a grocery store cashier. His learning disability was not a hindrance in these jobs.

CC had completed Psychology 107, of which Psychology 108 (which incorporated the job club activities) was the continuation. He had been told that it would offer job-seeking skills and career exploration activities. He had some knowledge and a little experience with job searches, but wanted to learn more so he could improve his chances of getting the firefighting job he wanted. He also wanted to make use of the job club to prepare a resume, which he did not have.

At the time of the interview, Psychology 108 was just starting the job club activities, so CC was unable to say how the job club had improved his knowledge of job-seeking. He was sure that developing a resume would be a major benefit for him. Although he felt that he had done "okay" on previous interviews, he thought the job club activities would teach him "different and better ways to go into an interview." He expected the interview practice to help him become more at ease in a one-on-one situation of that sort. In general, he felt the job club would "help me become more marketable."

At Harper, cohorts of students with learning disabilities enter the college at or around the same time and take many core courses together because special sections are designated and taught to meet their learning needs. As a result, most of those students know each other and become friends. This was the case with Psychology 108. CC reported that the class group was friendly, with students talking about their hopes and plans, although there was not much exchange of advice or suggestions. CC felt that he could not expect much assistance from his classmates, nor did he seem to feel that he should offer much, either. In fact, "personality conflicts" were the only part of the job club that he mentioned not liking.

CC felt that the coordinators worked well with him. They were straightforward with information and expectations. He appreciated that they would go at a slower pace to help him and were willing to explain at length. He found that he needed to read all written materials (including handouts) at least twice to comprehend them and was glad that those materials tended to be short and easy to read.

According to CC, offering the job club as part of Psychology 108 was ideal for him. He liked having a classroom format, especially since it was a section specifically designed to accommodate his learning disability. He also liked receiving course credit. He said he would pick a course over a club for that reason alone. He felt that having a job club/course for students with learning disabilities was very useful because these students need a lot of extra help focusing in on careers and learning about how to find and get a job. He said that he would take a course like Psychology 108 (with the job club elements), however, even if no special section were offered for students with learning disabilities.

Northern Virginia Community College (NOVA)

When NOVA's job club coordinator asked for a volunteer for the case study interview, DD agreed to the interview but convinced another student to do the interview with her. The National Center staff member conducted the interview with both job club members, but only the responses of DD are included here.

DD is 46 and was not diagnosed as having learning disabilities (auditory memory and visual perception) until fairly recently. She had a great deal of trouble in public school because she was considered to be a slow learner, and she experienced constant frustration and low self-esteem. She learned to compensate to a degree by memorization.

After high school she obtained employment in the federal government as a secretary. She reported cheating on the civil service examination to get this position. As a federal employee, she could not perform her work adequately. As a result, she was constantly transferred and never worked in any department for more than 4 months. In addition, she developed a social disability (which the interviewer experienced) that manifests as an inability to read conversational cues, resulting in nonstop monologs. One year ago, she was laid off from her job. She said if she had not accepted that layoff, she would have been fired.

Since then, DD has spent 1 year as a student at NOVA. She does not have a major at this time, because she feels she is still in an "exploratory" stage. She does not expect to get a paid job again. Instead, she is considering trying to find a rewarding volunteer position. She joined the job club because she hoped it would help her "learn to deal with people."

DD knew "almost nothing" about how to search for and get a job prior to joining the job club. When she applied for her civil service position, another person helped her fill out the application. At the time of the interview (about the midpoint of the job club activities), DD reported that the job club had helped her learn how to fill out a job application on her own, how to write a resume (she was working on it), and how to dress for success. Thus far, the job club had given her "a great overview--made me aware of what all is involved in getting a job, gave me help finding other resources to go to, and filled in some other information gaps. I'd never learn any or most of this anywhere else." She was looking forward to the upcoming mock interviews and hoped they would also teach her "how to shut my mouth in an interview--I talk too much."

DD felt that the job club meetings were too short (1 hour) for participants to get into much group discussion. Most of the time was taken up with learning new information. Also, the students do not take classes together or know each other, so group interactions were low: "You come to class and you leave, and you don't see the others outside." She did not expect to offer support to the other participants or to receive any from them.

According to DD, the only problem she had run into with the job club was that it was only an overview. She said there wasn't enough time to go into details and learn the details about developing resumes and interviewing skills. She said the job club, as offered, was "too general." She hoped that in the future the job club meetings would be longer and there would be more of

them. She also hoped there would be more practice exercises on filling out applications and the like. Finally, she wished there were more coverage of interpersonal skills in the workplace.

DD thought that operating the job club as a course would be appealing, because it would provide more time and better structure. It would also provide more individualized attention, which she felt she needed both to motivate her and help her learn better. She also thought that having to pay for the course would be an additional incentive to her to attend the meetings/classes and work hard to learn.

If NOVA were to offer future job clubs, DD recommends that the college continue to offer a club or course specially for students with learning disabilities. "We need the extra time--they'd pass over us otherwise." She said that she would not join a job club or take a course containing job search activities if it were offered only to a general student population: "I'm slow--I'd feel too scared, there wouldn't be enough time for me."

Pima Community College

The Pima interviewee, EE, is a 19-year-old male who has been at Pima for 1 year and has as yet to choose a major. His reading disability was diagnosed in junior high school. In addition to his learning disability, he has an extreme shyness that manifests as taciturnity and unusually long pauses between speech. EE is aware of these problems, however, and deliberately volunteered to give the interview, considering it an opportunity to continue to desensitize his fears about speaking.

EE received some basic training in job-seeking skills in a high school English class. He has worked part-time as a cashier and as a dishwasher in a cafeteria. As yet, he has not identified a career path; he joined the job club in the hope that it would help him do this, as well as help him later on to "find me a good job that I'll like." His immediate goal is to find a part-time job, perhaps as a bag boy for a store or a ticket person for auto races in the vicinity.

At the time of the interview, which was about two-thirds of the way through the job club activities, EE felt that the job club had helped him to "learn how to stand up to people and be noticed." He had also learned how to write a resume and reported finding the handouts helpful. He hoped that the upcoming mock interview exercises would help him, as he "would like to be able to talk more comfortably."

EE felt that there was little support from his job club peers. He did not expect to offer them help in their job searches. Even so, when asked what parts of the job club he liked the most, so far, he replied, "The social opportunities."

EE thought that the job club would be better if the groups were larger (his group--one of two at Pima--had five members). He thought future job clubs should be offered as a course for credit. In his opinion, such a job club should restrict membership to student with learning disabilities. He said he "might" attend a job club that was open to all students, but that he would not join one that had students with a mix of disabilities, as he would "feel uncomfortable with them."

Queensborough Community College (QCC)

The participant, FF, is 22 and graduated from QCC at the end of the job club with a major in fine and performing arts and music. FF reported that he "knew for a long time he needed help," and learned he had a learning disability when he went to QCC's Office of Disabled Student Services for assistance after his grades went down.

FF worked previously as a part-time messenger in a hospital for 2 years. At the time of the interview, he had a part-time job as a counter worker at Shea Stadium (he has since gotten this extended to a full-time position). His eventual career objective is to find a full-time job as a piano tuner. He had had no prior training in how to find and get a job and joined the job club to learn how.

FF was pleased with the job club activities that had taught him how to write a good resume, develop interviewing techniques, find leads on job openings, and assess his interests and career possibilities. He was particularly interested in learning how to dress for interviews and how to avoid making mistakes during one. He found the job club coordinators "wonderful." He noted that the job club had not given him many materials, as it relied more on using videotapes, which FF prefers.

FF reported enjoying the job club meetings very much. He noted that most of the job club members were not involved in actual job hunting at the time of the interview, so did not know if there would be much peer support in that area.

When asked if he would change anything about the way the job club was run, FF said he would like it to be a combination of a course and a club, where faculty present materials and lead the discussions, but the club mood was retained (i.e., friendliness, pizza, cola, and so forth). He commented that the job club is a good idea for students with learning disabilities, because they need extra help learning job-seeking skills.

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